DOCUMENT RESUME

ED 032 154 24 RC 003 579

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A Study of Educational Values in Contrasting Rural Communities of Low-Income Areas. Final Report.

Kansas State Univ., Manhattan.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-8271
Pub Date Sep 67
Contract-OEC-3-6-068271-0652
Note-133p.
EDRS Price MF-$0.75 HC-$6.75
Descriptors-College Preparation, Community Attitudes, *Comparative Analysis, *Educational Attitudes, Educational Objectives, *Family Influence, *Low Income Counties, Parent Influence, Rural Dropouts, Rural Education, *Rural Environment, Teacher Attitudes, Values
Identifiers-Kansas

Environmental factors, family relationships, school academic and social milieu, opportunities for achieving recognition, and general attitudes were studied in 10 rural Kansas communities. Five communities with high percentages and 5 with low percentages of students going to college were compared in an attempt to determine differences in values placed on education. Information gathering procedures included: (1) the administration of questionnaires to all students and teachers in 10 selected community high schools; (2) an interview with all parents of seniors in the selected high schools; (3) interviews with selected community leaders; and (4) a review and classification of educational news over a one-year period in local newspapers. Results of the study indicated that more students planned to attend college in communities that stressed going to college as a key to later success. Also, family influences were found to play a large part in the educational and occupational aspirations of young people. It was recommended that an attempt be made on a state-wide basis to increase aid and support of local youth in low-income communities where educational goals are not emphasized. A bibliography, statistical data, and sample questionnaires are included. (EV)

ED032154

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BR-6-8271
PA-24
OE-BR

FINAL REPORT
Project No. 6-8271
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Joan Sistrunk, Lowell Brandner, and Dale Knight

September 1967

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDG~~E~~MENTS

Since we pledged to maintain the anonymity of the high schools, we cannot acknowledge by name the various school superintendents and principals who granted permission to conduct this study and who cooperated so generously in the collection of the data. To them, and to the teachers and students who completed the questionnaires, our sincere thanks.

We are especially indebted to Amy Schindler, for conscientious and inspiring assistance in analyzing and evaluating the data. Special thanks must also go to Mike McCarthy and Don Campbell, interviewers, who spent many dusty hours on rural roads and whose personable manner and integrity of purpose were indispensable in collecting many of the data. To Karen Holeman, who helped Don Campbell administer questionnaires in the high schools, and to Lois Krauss, our efficient typist, we are indeed grateful.

For assistance in planning the questionnaires and interview schedules, the comprehension and experience of Dr. Wayne Rohrer, Professor of Sociology; Dr. David Danskin, Director of the Counseling Center; and Dr. Richard Owens, Associate Professor of Educational Psychology, Kansas State University, were invaluable. Others who helped but who do not share in any errors are listed in the bibliography and reference sections.

INTRODUCTION

The percentage of students who continue education beyond high school from Kansas counties ranges from 27 to 79. Correlation between percentage of students who continue education and income of the counties is significant beyond the .01 level. However, some counties with high income stand out as atypical by sending a low percentage of high school graduates to college; and some counties send a much higher percentage of students to college than income figures indicate they would.

The situation is similar within counties. Some communities of low-income counties send a much larger percentage of their high school graduates to college than income indicates they would, while others send, as expected, a very low percentage. With income eliminated as a prime factor, what are the other significant factors contributing to this single difference between low-income communities? What attitudes and values in these communities directly or indirectly affect young people's educational aspirations and achievements?

The purpose of this investigation was to determine differences between low-income rural communities in values placed on education. Certain environmental factors, family relationships, school academic and social milieu, opportunities for achieving recognition, and general community-wide attitudes were studied in ten communities: five with high percentages of students going to college, and five with low percentages of college-goers.

A wealth of related literature contributed to our understanding of the determinants of educational values; and the following authors gave special help in preparing the general plan and focus of the study.

Beezer and Hjelm coordinated and summarized studies of Arkansas, Indiana, and Wisconsin high school students, parents, schools, and communities, and concluded that lack of motivation is probably the greatest single deterrent to college attendance by capable youth. Lack of sufficient funds is a serious barrier for some students, but this is often combined with motivational problems. These researchers discussed findings in the areas of 1) student characteristics (academic capability, sex, class rank, finances, and others), 2) parental characteristics (occupation, education, attitudes, ethnic origin), 3) school characteristics (size, accreditation, teachers, peer influence, guidance, etc.), and 4) community characteristics (socio-economic status, proximity to college). (21)

Berdie's study of Minnesota high school seniors also stresses motivation, and the home. "The forces that tend to direct a person toward college, and the strength of these forces, . . . come primarily from his home and family, and secondarily from his age peers, his teachers, and other individuals and agencies within his community. . . Direction and strength of the force coming from the family are related to the economic status of the family, the cultural background of various family members, the experience the family has had with people who have attended college, the information the family has about college and other alternatives, and the values the family has." (1, 10)

"Learning to learn" is a basic ingredient of motivation toward higher education, and the child learns this in the home, according to a survey of literature by Bloom, Davis, and Hess for a research conference on educational and cultural deprivation. "It involves developing the child's ability to attend to others and to engage in purposive action. It includes training the child to delay the gratification of his desires and wishes and to work for rewards and goals which are more distant. It includes developing the child's view of adults as sources of approval and reward. Through such development the child changes his self-expectations and his expectations of others." Research shows that deprived children are less likely to develop these "learning to learn" behaviors and will not be adequately prepared for the usual school curriculum. The extension and development of speech habits and opportunities to express one's ideas and emotions takes place primarily in the home; and when this is absent in child rearing, a home could be called "culturally deprived." The size of the family, the concern of the parents with the basic necessities of life, the low level of educational development of parents, the lack of a great deal of interaction between children and adults all conspire to reduce the stimulation, language development, and intellectual development of children. Thus he is likely to be handicapped in much of his later learning; his frustrations and disappointments in school are likely to have an adverse effect on his view of himself and ". . . his main desire must be to escape from the virtual imprisonment which school comes to represent for him." (2)

Parental influence, then, is one of the most important factors affecting student aspirations. And farm parents, according to an Iowa study by Burchinal, give less educational or occupational encouragement to their children than do parents in small towns or cities.

Farm parents are not so frequently involved in their sons' occupational planning (unless the sons plan to farm) as are small-town and urban parents, although Mothers tend to give more encouragement to continue education than fathers do, Burchinal found. (13)

In Cervantes' study of 5,000 high school dropouts and matching graduates in New York State, close communication between parents and children was found to be an essential characteristic of families of students who stayed in high school and who often went on to higher education. Students whose families frequently talk things over with each other," who give them help and advice in making big decisions, who encourage them in plans for a good job or for going to school, and who approve and welcome the students' close friends in the home seldom (if ever) drop out of high school. In contrast, dropouts tend to come from homes where little communication of any kind and little encouragement takes place; and where parents are poorly educated, have few family friends, and are inconsistent in affection and discipline. (3)

The educational level achieved by the mother is often more important in determining educational plans of the child than the educational status of the father, many researchers, including Berdie (10), and Burchinal (13), have found. Rosen and D'Andrade report evidence that high achievement motivation in boys is positively related to maternal warmth, and pressure for high achievement, but negatively related to independence training. (17) Blau points out that parents "who value education and encourage early independence (as most lower class families do) are caught up in contradictory strategies, for children trained to be independent at an early age only become independent of parental influence and more dependent upon their peers." (11)

Peer influence has often been debated, with a few researchers finding evidence for the strength of what Coleman calls "The adolescent society." (5) In a recent national survey of "equality of educational opportunity," Coleman and Campbell found that "pupils' achievement is strongly related to the educational backgrounds and aspirations of the other students in the school." (24) McDill and Coleman, in a study of Illinois high school seniors, found that the social system of the high school has more impact on the college plans of boys than of girls. However, they admit, "In some social climates students appear to be more highly motivated to attend college than in others." (16) Beezer and Hjelm, on the other hand, state that no information was found in all studies they surveyed to suggest that peers "markedly influence students to enroll or not to enroll." (21) Peer relationships, or lack of satisfactory ones, can influence some youths to drop from school altogether, according to Youmans (20), but information on direct peer influence related to college attendance is difficult to obtain (21).

In a broader sense of peer relationships, the school's social class system undeniably is a major influence in decisions to attend college. Numerous studies have shown social stratification, as determined primarily by father's occupation and education of parents, is associated significantly with the educational attainment of youth (20). Sewell's study of Wisconsin high school seniors supports this, showing that sex, intelligence, and socio-economic status are related to college plans (18). Douvan, studying social status and success strivings of students in a midwestern high school, concluded that "the nature of achievement motivation among adolescents (in the middle class and working class) is functional to the dominant values and behavior expectations of the class subcultures." The middle class child is urged to individual achievement, is compared with age mates by his parents, and is taught to respond to symbolic as well as material rewards. He develops, accordingly, strong .. desires for accomplishment . . . The working class child. . . is not pressed for individual attainment as early or as consistently, and his motivation to succeed in a given task is more clearly related to the rewards." (14)

In other words, as Weiner and Murray contend, "differences in social class position denote differences in attitudes about success." In a study of a New York community, they found that most parents and children of both middle and low socio-economic groups listed a professional occupation as a goal; however, distincitve differences were found in actual enrollment in college preparatory courses. Only 37% of the lower socio-economic children were taking college-prep courses in high school, while 100% of the middle-class group were enrolled in the college preparatory curriculum. "It is . . . the feeling of 'reachableness' or 'within my grasp' which differentiates the children in the lower socio-economic status from those in the higher social classes as far as education aspirations are concerned." When a child feels it is not possible to attain a high goal like a college education (even though he wants to), he will not even strive for it, Weiner and Murray conclude (19).

Thus, a significant part of motivation seems to be the student's attitudes toward himself and his abilities to succeed. Rosenberg's thorough study of over 5,000 adolescents from ten high schools in New York points out the influence of self-esteem on socially significant attitudes and behavior. He defines self-esteem as an individual's feelings of worth and self-acceptance, the ability to be self-critical with confidence in being able to improve. Among numerous findings, some of Rosenberg's conclusions relevant to our study are: 1) Students of higher social class rank higher in self-esteem; 2) boys have higher self-esteem than girls; 3) adolescents who report close relationships with parents (especially fathers) are more likely to have high self-esteem than those whose relationships are more distant -- ("the feeling that one is important to a significant other is probably essential to the development of a feeling of self worth"); 4) children of farmers have slightly lower self-esteem than others in the ten major occupational groupings; 5) students most active in school activities have higher self-esteem than those who take little part; 6) students with low self-esteem often tend to have high occupational and educational aspirations but strong anxieties about potential success (6).

Rosenberg also states, regarding social participation, "interpersonal success in high school is, of course, both a cause and a consequence of self-esteem, probably involving a reinforcing and spiraling effect." (6) Abrahamson's study of the operation of the school social system is six different communities shows that social class is positively related to participation in school activities. He says, also, "Participation in extracurricular activities in a school program acts as a reward in that the students involved in the activities develop a deeper sense of appreciation for school, a higher level of morale, and a keen feeling of sharing in the school program." (8) In studying rural youth, Youmans concluded that participation in activities "appeared to influence both higher and lower social status youths to continue their formal education . . . Apparently substantial numbers of young people, regardless of social status background, were able to win approval and recognition in the school environment through extracurricular activities. This, in turn, probably encouraged them "to go on with their schooling."(20)

When socio-economic factors are controlled, Coleman and Campbell report that school characteristics account for a great variation in pupil achievement. Those most significant in this regard are existence of science labs, teacher scores on verbal skills, and teacher's educational background (24).

In a study of economic factors influencing educational attainments and aspirations of farm youth, Moore, Baum and Glasgow state that rural educational facilities and services have not shared fully in national growth. Small school districts, low population density, and relatively low income have produced "a quality of education which by many available standards in less adequate than that provided in urban systems." (26)

Bird's analysis of poverty in rural areas points to some causes of poverty which may account for differences between rural communities.

He says some people are poor "because, regardless of their level of income and accumulated assets, they do not have access to the private and public services generally accepted as necessary for the pursuit of a good life. This kind of poverty may be termed environmental poverty. Persons so afflicted live in areas with inadequate schools, hospitals, transportation facilities, and public services." (22)

In addition, Sewell points out that ". . . certain social processes, as yet unknown in their specific detail, appear to take place in the smaller more rural communities, affecting the average social and educational aspirations of youth. Educational and cultural facilities, as well as occupational opportunities, for those in rural communities are clearly more restricted than for those in urban communities." (18) Tweeten comments further, in a summary of research relating to education and rural poverty: "An educational drive tends to be lacking in rural communities where poverty is prevalent. While limiting financial resources are responsible . . . the basic problem is presence of attitudes inimical to educational attainment." (28)

That perhaps some of these attitudes may be due to the feelings of people in rural communities about themselves and their environment is the opinion of sociologists who are studying "anomia." The term "anomia" is defined by Alleger as "a psychological state of mind bordering on uncertainty, hopelessness and abject despair." He describes the anomia of persons in low-income rural areas as centering around these situations: 1) community leaders are perceived as indifferent to the person's needs; 2) personal goal-objectives are believed to be elusive; 3) personal relationships are viewed as no longer being predictive or supportive. The disintegration of traditional rural values in an urban-dominated society places the lot of the low-income rural dweller in a disadvantaged position; and the result is that the " . . . rural countryside retains a high proportion of persons who have abandoned the effort to create new, respected patterns of daily living." (9)

Robert Hutchins, director of the Center for the Study of Democratic Institutions and former University of Chicago president, states that ". . . as far as human problems are concerned, the important point is the community, the communal attack on problems, the communication among people." He quotes the old Greek saying "The city educates the man" and says, "you learn principally through the community, and unless you change the community, you're not going to have an important effect on education." (15)

METHODS

General Procedures

To determine reasons for the wide range of percentages of high school graduates going to college from low-income counties of Kansas, ten rural communities were selected for study from counties in the lowest quartile of median family income. Five high schools sending the highest percentage of graduates to college (90% to 77%) and five sending the lowest percentage to college (30% to 0%) were selected. The schools were matched, as far as possible, in number of students; the four smaller schools in the HIGH communities totaled 167 students, while the four smaller schools in the LOW communities totaled 169 students. The fifth, and largest school among HIGH communities had 270 students, and the largest school among LOW communities had 223 students.

To determine differences in community and family values that influence educational aspirations of young people, the following procedures were used in the ten communities:

1. Questionnaires were administered to all high school students, grades 9 through 12, and to all teachers;
2. Parents of all seniors in the sample and selected community leaders were interviewed;
3. Educational news for one year in local newspapers serving the 10 communities was measured and classified.

Student Questionnaire

After pre-testing the questionnaires in three rural high schools similar to the selected sample schools, the final questionnaire was divided into two sections, each requiring 20 to 30 minutes to complete. Calls were made to principals of the ten high schools, explaining the project and securing permission to administer the questionnaire to all students, grades 9 through 12. Staff members visited each school twice, administering questionnaires to all students assembled in a group, so that instructions would be clear and consistent.

827 students completed the questionnaire (see Appendix B-1) 437 students from five "HIGH" communities and 392 students from five "LOW" communities.

The questions were designed to cover the following broad areas:

1. Personal data (including plans after graduation)
2. Family information
3. High school life and friends
4. Personal motivation
5. Opinions of school and community.

Rosenberg's Self-esteem Scale, a revision of Chapin's Social Participation Scale, and an original scale to measure attitudes toward a college education were included in the student questionnaire.

Teacher Questionnaire

Teacher opinions of students, school, and community attitudes were surveyed in the teacher questionnaire. Eighty-seven teachers (48 from HIGH communities and 39 from LOW communities) completed the questionnaire (see Appendix B-2).

Interviews of Parents

Parents of all seniors in the high school sample were interviewed, one parent per student with each community group divided equally between mothers and fathers. The parent group totals 191 (101 from HIGH communities, and 90 from LOW), represented 23% of the total student sample. Each interview lasted from 30 to 45 minutes, and the following areas of information were covered (see Appendix B-3):

1. Personal data (including Social Participation Scale and Anomia Scale)
2. Opinions on education (general and local)
3. Attitudes toward children
4. Community attitudes.

Interviews of Community Leaders

All teachers and students were asked: "Please name the three adults you think are the most influential people in your community, even if you don't know them personally." From the names listed, the five named oftenest in each community were selected; five additional names were chosen for each of the two communities with over 2,000 population, one a HIGH and the other a LOW community. Persons selected as "community leaders" totaled 30 each from HIGH and LOW communities; 29 each from HIGH and LOW communities were interviewed.

These areas of information were covered (see Appendix B-4):

1. Personal data (including Social Participation Scale and Anomia Scale)
2. Opinions on education (general and local)
3. Community attitudes

Measurement and Classification of Educational News

Newspapers were divided into two groups: those serving the HIGH communities, and those serving the LOW communities. Total educational news items were compared as to type of subject and total space provided. Research methods used are detailed in (7) with two important adjustments. First, selecting schools that deviated most in percentages of graduates who go to college gave us seven schools in towns with no newspapers and three in towns with newspapers. That made it necessary to exclude advertisements from "total space available" in all percentage computations. Area newspapers that served the newspaperless communities carried correspondents' news but no advertisements from those communities. For valid comparisons, percentage of space available for educational news in towns with newspapers had to be only editorial space. Eliminating advertising space produced a destructive variable: 66.8% of the space in one newspaper was sold compared with 40.3% and 46.3% in the other two. Total space available then became less than one third of one newspaper compared with more than one half in each of the other two. Then computing percentages of space for any category of news inflated percentages for the paper that was less than one third news compared with those that were more than half news.

The second variation from methods previously reported was that correspondents' news in area newspapers of activities in the newspaperless communities introduced such uncontrolled variables as correspondents' need for spending money causing padded reports, weather, broken tenure, illness, wide variation in age, and probably other less discerning factors. Despite weather or illness of newspaper staff, towns with newspapers have news reported, which obviously was not the case for the newspaperless communities.

The above variables, while admittedly weakening the newspaper study, did not leave it valueless, as is shown in the results.

Methods of Analyses

Student questionnaires were divided into two sections, one for HIGH and one for LOW communities. Within each school, respondents were divided into three groups:

> students definitely planning on college after high school,
>
> students definitely not planning on college, and
>
> students undecided about college.

All answers were tabulated within these two broad areas (HIGH and LOW), and three divisions within each area (Going to College, Not Going, and Undecided).

Teacher questionnaires and Community Leader interviews were divided into HIGH and LOW community groups.

Parent interview schedules were also divided into two groups, HIGH and LOW communities, and also into smaller groups of:

> parents of seniors planning on college,
>
> parents of seniors not planning on college
>
> parents of undecided seniors.

In some comparisons, parents of seniors not going to college and of seniors undecided were combined.

Since some of the same questions were asked of all adult respondents and students, answers to these were compared for HIGH and LOW communities, or between adults and students, or parents and leaders, or teachers and students.

Chi square, percentage, and rank order comparisons were made to determine significant differences between and within the HIGH and LOW community groups.

Information on the Ten Communities

Facts about each community (such as population, business, recreation facilities) were procured from the 1967 Commercial Atlas and from check lists used by staff members who visited the ten towns for interviews. Simple evaluations of community social status were made by visiting the towns and surveying house types and living areas. Information on educational taxes, teachers' salaries and expenditures on schools came from the State Department of Public Instruction (27).

General comparisons were made between HIGH and LOW communities on the basis of both objective data and subjective evaluations.

RESULTS

To determine which among community and family values were most important influences on educational aspirations of young people in low-income rural areas, questionnaires and interviews sought answers from high school students, teachers, parents of seniors, and community leaders. Significantly different results from HIGH and LOW communities are reported below.

Students

Personal Data

According to his answer to "Do you plan to go to college after high school?" each student was classified as Going to College (or College Goer), Not Going to College, or Undecided about college. All other questions were related to these three classifications of students.

Total percentages of students Going to College were higher in HIGH communities than in LOW, and total percentages of students Not Going to College and Undecided were higher in LOW communities. Differences between HIGH and LOW schools were significant beyond the .001 level (Table 1).

Table 1. Students Going to College, Not Going, and Undecided from HIGH and LOW Schools.*

STUDENTS	HIGH SCHOOLS		LOW SCHOOLS		TOTAL	
	No.	%	No.	%	No.	%
Going to College	232	53.09	122	31.12	354	42.70
Not Going to College	98	22.42	139	34.45	237	28.58
Undecided	107	24.48	131	33.41	238	28.70
Total	437	100.0	392	100.0	829	100.0

*Differences significant beyond .001 level.

Of the total student sample, 52% were males, 48% females. The HIGH and LOW school groups were similarly divided, with 51% male and 49% female in HIGH schools, and 54% male and 46% female in LOW schools.

The College Going group in HIGH schools was fairly evenly divided between boys and girls; but in LOW schools, boys predominated in the College Going group. A greater percentage of LOW school girls than HIGH school girls said they were "not going to college."

Percentages of students by classes (freshman, sophomore, junior, senior) were much the same in HIGH and LOW schools, with about 25% of each group's students in each class. The differences between HIGH and LOW school classes appear in percentages Going and Not Going to college. Greatest differences were those in the senior classes, with 57% of HIGH school seniors and 22.5% of LOW school seniors planning on college; and 28% of HIGH school seniors and 51.6% of LOW school seniors not planning on college. A greater percentage of LOW school seniors were also undecided about college (25.8% of LOW, 15% of HIGH).

A significantly larger percentage of LOW than HIGH community students lived on farms. However, of students living on farms from HIGH schools, 72.6% planned on college; while 33.1% of farm youngsters from LOW schools planned on college.

Only slight differences existed between HIGH AND LOW school students in grade averages. As expected, students in both HIGH and LOW schools planning on college made better grades (mostly A's or A's and B's) than those Not Going or Undecided about college. The lowest grades (C's and D's or mostly D's) were made by students Not Going or Undecided.

Among students who said they could not afford to go to college if they wished to, percentages were highest, as expected, among those who were not planning to go or who were undecided. Of those who said they "could afford it, with sacrifices," the greatest percentage were the Not Going-Undecided students in LOW schools; and in HIGH schools the greatest percentage who "could afford it, with sacrifices" were College Goers.

Over half the total students said they planned to leave their home towns when they were out of school (57%); although 31% of all students did not know what they would do after graduation, and most of these were also undecided about college. Of those who said they wanted to leave town, the greatest percentage were HIGH students

Going to College. Of those who said they planned to stay in their communities, the majority were not planning to go to college.

Those who planned to leave their home towns oftenest gave "to get a better job elsewhere" as a reason, in both HIGH and LOW communities. The second-ranking reason among students in HIGH communities was for "self-development" (including "being on my own, "learning more about the world," and other similar reasons); in LOW communities the second-ranking reason for leaving was "dislike of this town."

Most of those who planned to leave but return said they liked their home town, or small towns in general. Of those who planned to stay, the majority said simply "I like it here" or "my job is here" (primarily farming). Those who did not know whether they wanted to leave or stay said it was because they were "not sure what I want to do" or gave no reasons. Many of these "don't know" students were among the younger class groups (freshmen or sophomores).

Family information

Most students (84%) lived with both mother and father; of the remainder, more HIGH students lived "with mother only" and more LOW students lived "with mother and stepfather." Thus, parent oftenest missing was the father, either through death or divorce. Of students whose parents were divorced or separated (7%), two-thirds were from HIGH communities, one-third from LOW communities.

A greater percentage of HIGH community mothers than LOW community mothers worked full-time outside the home (significant beyond .01). More of these were mothers of students Not Going to College than of those Going to College. A greater percentage of LOW community mothers did not work at all outside the home; and 59% of the complete sample (HIGH and LOW) did not work. In LOW communities, most of the mothers who worked full or part-time were mothers of students planning on college.

The majority of fathers of students, both HIGH and LOW, were employed (85%); of those not employed or retired, the greater percentage lived in LOW communities, and were primarily fathers of students NOT Going or Undecided about college. Unemployed fathers in HIGH communities also oftenest fathers of students Not Going or Undecided about college (significant at .01 level).

Occupations of fathers were rated according to a scale composed of seven status groups (Appendix C), with Group I, highest and

Group VII, lowest. In both HIGH and LOW communities, fathers of students Going to College oftenest held higher status occupations, especially in HIGH communities, where wide differences significant beyond .01 level existed between occupational status of fathers of College Goers and Not Going-Undecided students. Significant differences (<0.01) also existed between fathers' occupations in HIGH and LOW communities. **(Appendix A-6)**

A greater percentage (<0.001) of LOW community students' fathers were farmers with the majority land-owners. Of the total farmer-fathers in HIGH communities, the greater percentage were fathers of Going to College students; in LOW communities, farmer-fathers were more evenly divided among the three student groups.

Students' perceptions of their fathers' feelings about their jobs showed more significant differences within HIGH communities than between HIGH and LOW. Of students who said their fathers were "completely satisfied" with their jobs, the greatest percentage were HIGH Going to College. Most fathers in both HIGH and LOW communities were satisfied with their jobs. The greatest percentage not satisfied (felt it is "not very good" or "very poor") were fathers of LOW school students Not Going or Undecided about college.

A significantly greater percentage of HIGH than LOW school students said "I wish my father had a better job"; 40% of Going to College students from HIGH schools said they wished their fathers had better jobs, 51% of Not Going students, and 51% of Undecided students. The largest percentage of LOW school students who wished their fathers had better jobs were those Undecided about college (46%).

Differences were significant (<0.01) between HIGH and LOW community fathers' schooling. HIGH community fathers were on the whole, better educated than LOW community fathers, with a greater percentage having completed schooling past high school, including college and professional training. LOW communities had a much greater precentage of poorly educated fathers (41% had eighth grade education or less), and few with college training. In both HIGH and LOW communities, fathers of students Going to College were better-educated than other fathers; and fathers of students Not Going to College were more poorly educated than other fathers. (Table 2).

Mothers, on the whole, were better educated than fathers in both HIGH and LOW communities. Also, a significantly greater percentage of mothers in HIGH communities were educated past high school, including college and business or nurses' training. A greater percentage of mothers in LOW communities had less than eight grades of schooling, or 1 to 3 years of high school (Table 3).

As expected, fathers in HIGH communities were better satisfied with their education according to their children, than fathers in LOW communities. A greater percentage of fathers of students Going to College were "completely satisfied" -- especially those from HIGH communities.

Mothers from HIGH communities, primarily those whose children are Going to College, were more satisfied with their education than mothers from LOW communities; and mothers HIGH and LOW were better satisfied with the education they have obtained than were fathers.

Students in both HIGH and LOW communities considered their father's education less satisfactory than their mothers' education. Students from LOW communities oftener felt both fathers' and mothers' education was "not very good" or was "very poor" than did students from HIGH communities.

Although actual family income was not obtainable from the high school students, they gave opinions about the relative position of their parents' income in comparison with income of other students' parents. Estimated family income was significantly different (0.01) among students Going to College and Not Going to College in HIGH schools. Also, a greater percentage of HIGH than LOW school students said their parents' income was "one of the highest" or "higher than average" -- and a greater percentage of HIGH students said their parents had "lower than average" or "one of the lowest incomes."

Closely related to income was the consideration of community status. When asked to rate how important their parents were considered by most people in the community, a greater percentage of HIGH students felt their parents were "very important" or "rather important." Also, more HIGH students than LOW said their parents were considered to be "of less than average importance" or "not at all important." More LOW community students considered their parents to be "just average" in community importance.

As might be expected, HIGH community students also wished oftener for higher status for their parents; while LOW community students seemed to be better satisfied with their parents' position in the community. In HIGH communities, the largest percentage of students answering YES to "I often wish my father was a more important man in the community" were students Going to College. In LOW communities, the largest percentage answering YES were Undecided students.

Table 2. Formal Education of Fathers of Students, HIGH and LOW Schools.

		8 Grades		1-3 Yrs. H.S.		H.S. Graduate		Business or Trade School		1-2 Yrs. College		4 Yrs. College		Prof. or Graduate School		No Answer		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HIGH schools	Going To College	35	15.08	30	12.93	84	36.20	16	6.89	26	11.20	26	11.20	11	4.74	4	1.72	232	53.08
	Not Going	42	42.85	17	17.34	19	19.38	5	5.10	4	4.08	3	3.06	1	1.02	7	7.14	98	22.42
	Undecided	27	25.23	20	18.60	41	38.31	6	5.60	5	4.67	2	1.86	1	.93	5	4.67	107	24.48
	Total HIGH	104	23.79	67	15.33	144	32.95	27	6.17	35	8.0	31	7.09	13	2.97	16	3.66	437	100.0
LOW schools	Going To College	33	26.82	19	15.44	45	36.58	4	3.25	11	8.94	8	6.50	2	1.62	1	.81	123	31.37
	Not Going	70	50.72	15	10.86	40	28.98	2	1.44	6	4.34	4	2.89	0	0	1	.72	138	35.2
	Undecided	56	42.74	17	12.97	43	32.82	6	4.58	3	2.29	4	3.05	0	0	2	1.52	131	33.41
	Total LOW	159	40.56	51	13.01	128	32.65	12	3.06	20	5.10	16	4.08	2	.51	4	1.02	392	100.0
	Total HIGH & LOW	263	31.72	118	14.23	272	32.81	39	4.70	55	6.63	47	5.66	15	1.80	20	2.41	829	100.0

*(Significant beyond 0.01 level.)

Table 3. Formal Education of Mothers of Students, HIGH and LOW Schools

		8 Grades		1-3 Yrs. H.S.		H.S. Graduate		Business or Trade School		1-2 Yrs. College		4 Yrs. College		Prof. or Graduate School		No Ans.		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HIGH Schools	Going to College	13	5.60	19	8.18	94	40.51	55	23.70	24	10.34	23	9.91	2	.86	2	.86	232	53.08
	Not Going	20	20.40	17	17.34	43	43.87	10	10.20	5	5.10	2	2.04	0	.00	1	1.02	98	22.42
	Undecided	11	10.28	19	17.75	52	48.59	12	11.21	5	4.67	5	4.67	1	.93	2	1.86	107	24.48
	Total HIGH	44	10.06	55	12.58	189	43.24	77	17.62	34	7.78	30	6.86	3	.68	5	1.14	437	100.0
LOW Schools	Going to College	9	7.31	15	12.19	53	43.08	14	11.38	19	15.44	12	9.75	1	.81	0	0	123	31.37
	Nct Going	35	25.36	22	15.94	64	46.37	14	10.14	1	.72	2	1.44	0	0	0	0	138	35.2
	Undecided	38	29.00	25	19.08	47	35.87	14	10.68	2	1.52	3	2.29	1	.76	1	.76	131	33.41
	Total LOW	82	20.91	62	15.18	164	41.83	42	10.71	22	5.61	17	4.33	2	.51	1	.25	392	100.0
	Total HIGH & LOW	126	15.19	117	14.11	353	42.58	119	14.35	56	6.75	47	5.66	5	.60	6	.72	829	100.0

*(Significant beyond 0.01 level.)

According to students in both HIGH and LOW schools, mothers were more interested than fathers in their children's accomplishments in both studies and student activities. Although the majority of students felt it was "very important" to both mother and father that they do well in their studies, most parents seemed to feel doing well in student activities was only "somewhat important". A greater percentage of students whose fathers thought studies were "not at all important" were those who were not planning on college. Fathers and mothers of students Not Going or Undecided about college also tend to feel student activities were "not at all important."

Although there was no difference evident between HIGH and LOW students in their perception of parental interest in their future plans, there was a significant (<0.01) break between students Going to College and those Not Going or Undecided. In both HIGH and LOW communities, most of the College Goers reported "my parents are extremely interested in my plans for the future." Over half of all students reporting no interest by their parents in their future plans were Not Going to College.

A significantly larger percentage (<0.01) of LOW community students said their parents had never talked about college with them and a greater percentage (<0.01) of HIGH students said "my parents and I agree I should go to college". Of course, the majority of students who were planning on college in both HIGH and LOW schools said their parents agreed they should go to college. Few students reported that parents actually did not want them to go -- parental indifference to this subject was much commoner.

A greater percentage of LOW than HIGH school students said their family's friends felt a high school education was enough; and a significantly greater (<0.01) percentage of LOW students said their families "seldom discuss education" with their friends. Significantly more (<0.01) Going to College students in both HIGH and LOW schools said their family's friends "feel college is necessary" than students Not Going or Undecided.

In both HIGH and LOW communities, College Goers oftener described family decision-making as a process of family discussion; in families of students Not Going to College, the "father usually makes most of the decisions for the family, including those that affect me," or "I make my own decisions, whether or not my parents go along with what I decide." Significantly, 51% of those students who said "I make my own decisions" are those Not Going to College; and 54% of those whose fathers made family decisions were Not Going to College.

Differences in decision-making processes between HIGH and LOW communities were significant beyond .01.

Most students, HIGH and LOW, were satisfied at least *sometimes* with the family's decision-making situation. Of those who said they were "always satisfied," the greatest percentage was among the HIGH Going to College group. Of those who said they were "seldom satisfied," the greatest percentage was among the LOW school group Not Going to College.

A significantly greater percentage (<0.01) of HIGH than LOW school students said their families "talk things over *often*; while a greater percentage of LOW school students said their familites "talk things over sometimes" or "seldom." Of the students who said their families *often* talked things over, the greatest percentage in HIGH schools was the College Going group; there was very little difference among the three groups in LOW schools.

College Goers in both HIGH and LOW schools oftenest said they knew someone who understood and encouraged them and discussed their future plans. Of those who said they did *not* have someone who encouraged them, the greatest percentage was of the Not Going group in HIGH schools and of the Undecided group in LOW schools.

Mothers are named oftenest in both HIGH and LOW schools as "the most important person to confide in." *Fathers* were next; then "School friends" ranked third in HIGH schools and "brothers or sisters" in LOW schools. "School firends" ranked as *second* in importance as confidants with HIGH students Not Going to College; and *third* with the same group in LOW schools.

Seniors with *high* Self-Esteem (optimism) scores whose parents had *low* Anomia scores (pessimism) were investigated in the area of personal communications with families and friends. The majority of these seniors were Going to College (in HIGH communities) and Not Going or Undecided (in LOW communities). The greater percentage was from LOW communities, where personal communication within families was significantly (<0.01) less common.

When parent and child outlooks differ so greatly, on whom does the child depend? In HIGH communities, 83% of these particular students confided in persons *other* than the parent interviewed (whose Anomia scale score was known to be high, indicating high pessimism) -- primarily *peers*, or the other parent. In LOW communities, more of these students depended on the parent interviewed (high Anomia score) or high pessimism but still 64% confided in others, primarily the *other parent*.

A significantly larger percentage of students Not Going to College (HIGH and LOW) said they had at least 3 to 5 or more friends their parents did not approve of or were indifferent to. This percentage was greatest in HIGH schools, where there was a significant difference (<0.01) between College Goers and those Not Going. Of the students who said they had 3 to over-5 close friends disapproved of by parents, the majority came from families who "sometimes" or "hardly ever" talked things over. A greater percentage of LOW school students said they had no close friends their parents disapproved of.

High school life

In both HIGH and LOW schools, significant differences (<0.01) existed among the three groups (College, Not Going, Undecided) in their over-all attitudes toward high school life. Students Going to College oftener described high school life as "full of fun and exictement" or "interesting and hard work"; Not Going and Undecided students oftener said it was "fairly pleasant" or "fairly dull." Of those who said high school life so far was "unhappy," 77% were from HIGH Schools, and the majority of the 77% were Not Going to College. Of those who said high school life was "full of fun and excitement," the greater percentage in LOW schools was among Not Going and Undecided students; in HIGH schools the greater percentage was among Going to College students.

In both HIGH and LOW schools, students Not Going to College tended to like school activities better than classwork; and College Goers said they liked classwork better than activities, or enjoyed both about the same. Those who "did not enjoy either one" were predominantly Not Going to College, and the greater percentage was from HIGH schools. The majority of students in both HIGH and LOW schools liked both classowrk and activities about the same.

There was very little difference between HIGH and LOW schools in "peer acceptance," as measured by the question "What do most people of your age group think of you?" There was a significantly greater difference between groups within HIGH schools than in LOW schools. The greatest percentage of those who felt their peers thought "very well" of them were College Goers in both HIGH and LOW schools, and the greatest percentage of those who felt their peers thought "very poorly" or "fairly poorly" of them were Not Going to College. The majority of students felt their peers thought "fairly well" of them.

In a sociometric survey, students were asked to name "your best friends here in school, the ones you go around with most." They were also asked to list students in school who could qualify for the "leading crowd," as follows: "If a girl or boy came here to school and wanted to get in with the leading crowd, what students should he or she get to be friends with?" Isolates from each school were those students named by no one, or only one, as a friend or a member of the leading crowd. Percentage of isolates was about the same in both HIGH and LOW schools (13%); there was a somewhat greater percentage of isolates among students Not Going and Undecided from HIGH schools. Leaders selected as those students in each school named 10 times or more by other students as members of the leading crowd. The greater percentage of leaders were College Goers in HIGH schools and Not Going-Undecided students in LOW schools. There were no significant differences between percentages of "average" students in HIGH and LOW schools.

More College Goers than Not Going (HIGH and LOW) said they, themselves, were "part of the leading crowd". Likewise, more Not Going than Going to College students said they were not part of the leading crowd. Half of all students answering the question stated they would like to be part of the leading crowd. Others said "no" or "I don't care."

In general, HIGH community students tended to date somewhat oftener than LOW school students, who went out in mixed groups more than HIGH school students did. A greater percentage of HIGH students said they "go out oftenest by myself," and the majority of these were College Goers. Also, College Goers in HIGH schools tended to date more than other students, while students Not Going to College date oftener in LOW schools. Those who went out most "with my family" were College Goers in HIGH Schools and Non-College Goers in LOW schools, a difference significant beyond the 0.01 level.

More College Goers, HIGH and LOW, participated in organized activities than Non-College or Undecided students. Significantly more (<0.01) Non-College and Undecided students than College Goers, especially in HIGH schools took part in only one activity or club. A greater percentage of HIGH students than LOW took part in the most activities (groups 6, 7, and 8 on Social Participation Scale, indicating 5 or more activities, offices, committees, and so forth).

More College Goers than the Not Going or Undecided groups, HIGH and LOW, said they were "at the center of things" in school activities. Also, more College Goers said they would like to be at the center of things. More Undecided and Non-College students felt they were outside most of the activities at school, or on the edge of the "circle of activities". A greater percentage of Undecided students than students from the other two groups (HIGH and LOW) said they would like to be at the center of things at school. Social competition was more evident in HIGH schools, where significant differences existed between College Goers and other students in participation in activities.

Responding to, "to which activity group do you feel you really belong?" College Goers most often named at least one activity (HIGH and LOW), while the largest percentage of students who named no activity to "belong" to were Not Going to College (HIGH and LOW). Highly significant differences (0.001) within HIGH and LOW schools among College Goers, Not Going and Undecided exist, but differences were not significant between HIGH and LOW schools.

Students were asked to rank eight qualities in importance of "What gives boys prestige in your school?" (Appendix D). Seven qualities were ranked for "What gives girls prestige in your school?" Rankings were averaged for each group (College, Non-College, Undecided), for each school, and for HIGH and LOW schools. Differences were significant within the HIGH and LOW school groups, but not between them, for both boys and girls.

In HIGH schools, a boy's being an "athletic star" or "leader in activities" was first in importance to College Goers, while "having high standards and morals" was first for both Not Going and Undecided students. In LOW schools, "leader in activities" came first for College Goers (with "Athletic star" second), and "having high standards and morals" first for Not Going and Undecided students. "Having a nice car" ranked last for all groups in both HIGH and LOW schools.

In HIGH schools, a girl's quality listed most important to College Goers and Non-College Goers was "being good-looking, dressing well." This quality ranked first with all three groups in LOW schools, also. The last-ranking quality was "coming from the right family" for HIGH school College Goers and "cheerleader" for the other two groups. In LOW schools, College Goers said "high grades and honor roll" was least important for girls, and Not Going and Undecided students ranked "cheerleader" and "leading crowd" last.

"High grades, honor roll" ranked low in prestige importance for boys and girls both HIGH and LOW schools; for some reason, however, it ranked 4th out of 7 in importnace for girls in LOW schools, according to Not Going and Undecided students.

Personal motivation

Self-Esteem

Rosenberg's Self-esteem Scale was administered as part of the questionnaire to all students. The scale contains ten statements expressing both negative and positive feelings about the self, to be marked "strongly agree," "agree," "disagree," or "strongly disagree." Low scores indicate feelings of high self-esteem and self confidence, feelings of worth; high scores indicate feelings of low self-esteem, lack of confidence and feelings of worthlessness.

Differences in total scores between HIGH and LOW schools were not significant. However, there was significant difference among groups within HIGH schools (and very little among groups within LOW schools). Students with the highest self-esteem were College Goers in HIGH and LOW schools. A greater percentage of total Undecided students had low self-esteem than College Goers or students Not Going.

Self-esteem in this study was significantly related (<0.01) to feelings of optimism or pessimism about the future (primarily future vocational success), vagueness of definiteness of future plans, parental interest in the student's chosen vocation (and plans for college in HIGH communities only), and attitudes toward being able to "do well" in college.

Students with low self-esteem (scores 7 to 10) were studied separately. 70% of low self-esteem students came from HIGH community schools, and three-fourths of these were students Not Going or Undecided about college. In LOW schools, 83% of those with low self-esteem were students Not Going or Undecided. More girls had low self-esteem than boys in LOW communities; more boys than girls had low self-esteem in HIGH communities. Most low self-esteem students lived in town in HIGH communities; and 75% of LOW community students with low self-esteem lived on farms. (Appendix A-7)

A larger percentage of HIGH community students with low self-esteem had divorced parents or more stepfathers (with father dead) than similar students in LOW communities. None of the low self-esteem students had fathers in the higher occupational status groups; most fathers (66%) had low status occupations (Groups V through VII) in both HIGH and LOW communities, with 75% of LOW community fathers (of low self-esteem students) having low-status jobs. 25% of LOW community fathers of low self-esteem students were unemployed; and the few mothers who worked outside the home were from HIGH communities, and those worked full-time. The majority of low self-esteem students wished their fathers had better jobs, and that he were more important (especially in HIGH communities).

Most students with low self-esteem had parents with little formal education. The greatest percentage of fathers, mostly in LOW communities, had no more than 8 grades of schooling. Although mothers were better educated than fathers, 50% of LOW community mothers and 21% of HIGH community mothers had no more than 8 grades of schooling.

Most low self-esteem students in HIGH and LOW schools said they confided primarily in "A school friend," with "mother" next in importance as a confidant. A majority of HIGH school students in this group had at least one friend or more of whom their parents disapproved.

Although 41% of the parents of low self-esteem students agreed their child should go to college, the majority "have never talked about it"; this lack of discussion was also evident in regard to the student's vocational choice. More low self-esteem students in HIGH than LOW communities said their families "hardly ever" talked things over.

The majority of low self-esteem students had average and below-average high school grades; among those with the highest grades, most were College Goers. In answer to "Do you think you would do well in your studies if you went to college?" 66% of HIGH school (low self-esteem) students and 83% of LOW school (low self-esteem) students said "I'm not sure I could" or "No, not as well as most others." Over half of the total low self-esteem students said thinking about going to college is "frightening" or "useless"; and the largest percentage (52% of HIGH, 84% of LOW) said "I'm afraid I would fail if I went to college."

Most low self-esteem students were not actively involved in student activities, and over half felt there was no group to which they really belonged. 40% of those students said they go out oftenest by themselves. Most said they worried most about scholastic success (their grades in high school), personal habits or problems, or their immediate futures.

Other Motivational Information

Most students in both HIGH and LOW schools felt it was "very important" or "somewhat important" that teachers would think well of them. Of those who said it was "not at all important" from HIGH communities, 74% were Undecided or Not Going to College; in LOW schools, 90% were Undecided or Not Going to College. Significant differences were found within the HIGH and LOW schools, not between them.

Feelings about the way school course work prepared them for their future showed significant differences between HIGH and LOW schools, and also among the school groups. More Going to College students felt "all courses I'm taking are good preparation for my future"; more Not Going students felt "very few courses I'm taking are good preparation for my future" -- especially in LOW schools.

In answer to "Do you think you would do well in your studies, if you went to college after high school?" there were significant differences between students Going to College and others Not Going or Undecided (<0.01) College Goers oftener said, "Yes, as well as most others," or "yes, probably better than most"; Not Going-Undecided students oftener said "I'm not sure if I could or not" or "No, probably not as well as others." Although a greater percentage of LOW school students said "I'm not sure if I could or not," there was not a significant difference here between HIGH and LOW schools.

Among students not planning on college, or undecided, a greater percentage of HIGH students had "definite plans" for after high school graduation. More LOW school students' plans were "vague" or non-existent. A significantly greater percentage of LOW school seniors who were Not Going or Undecided about college had vague or no plans for the future ($<$beyond .01).

Among students who felt "I have doubts that I will succeed at my future vocation" (approximately 18% of the total students), the greater percentage were Not Going or Undecided about college. Among students having doubts about succeeding from LOW schools, 80% were Not Going-Undecided; and from HIGH schools, 58% were Not Going-Undecided.

A significantly greater percentage of HIGH students thought they would need at least four more years of training for their vocation (<0.01); a greater percentage of LOW students wanted only one or two more years of training (and of those, 85.5% were Not Going or Undecided).

In "thinking about college," more College Goers (HIGH and LOW) felt college sounded "exciting" than others did. Among students who thought college sounded "boring," 100% in LOW and 90% in HIGH schools were Not Going or Undecided. A greater percentage of Not Going and Undecided students thought college would be "unpleasant" or "frightening"; and of those who said thinking about college was "useless," 97% in LOW and 90% in HIGH schools were Not Going or Undecided students.

The College Education Attitude Scale consisted of 10 statements of attitudes about getting a college education, on a 5-point agree-disagree scale. Individuals were scored five times, with four subscores (Vocational, Influence of Others, Financial, Fear of Failure) and one total score for the scale. The higher scores indicated more favorable attitudes toward getting a college education, and the lower scores indicated unfavorable attitudes.

Significant differences (beyond 0.01) between HIGH and LOW schools were evident in Total Scores on this scale; and also within HIGH and LOW schools between College Goers and other students (beyond 0.001). HIGH schools and Going to College groups scored highest (favorable attitudes toward college), and LOW schools and Not Going to College groups scored lowest (unfavorable attitudes), with Undecided groups scoring in the center of the scale (sometimes favorable, sometimes unfavorable attitudes). (Appendix A-5)

Score I (Vocational), Score II (Influence of Others), Score III (Financial), and Score IV (Fear of Failure) showed significant differences (beyond 0.001) between Going to College and Not Going to College groups; but not between HIGH and LOW schools as a whole.

Students definitely planning on attending college were asked to list their most important reasons. Reasons in the general area of "self-development" were given oftenest by College Goers in both HIGH and LOW schools. Second in frequency given was "vocational training -- specific"; third-ranking reason was "to get a better job" (HIGH schools) and "to get more education" (LOW schools). "Social benefits (prestige, etc.)" and "higher wages" were fourth and fifth-ranking reasons for going to college.

Students not planning on college or undecided were asked to list their most important reasons. "Lack of ability" was oftenest mentioned in both HIGH and LOW schools, with "lack of money" ranking second. "Other plans" (such as military, marriage or job) ranked third, and "don't like school" came fourth in importance. "College takes too long, wastes time" was given fifth oftenest by students Not Going or Undecided about college in both HIGH and LOW schools.

Vocational preferences of students planning on college differed greatly from those given by students Not Going or Undecided. College Goers listed the teaching profession oftenest (HIGH schools 18%, LOW schools 26%); second for HIGH schools was "professional science" (17%) and for LOW schools "Medicine or nursing" (18%); "medicine or nursing" was third for HIGH schools (16.5%) and "professional science" was third for LOW schools (11%); "business" ranked fourth for HIGH schools (8%), and "agriculture (4-year training)" for LOW schools (9%); "agriculture (farming)" ranked fifth in importance for HIGH schools (7%) and "technical work" ranked fifth for LOW schools (7%).

Vocational preferences of students Not Going to College or Undecided were ranked as follows: first in HIGH schools was "beautician" (18%), and in LOW schools "clerical" tied with "farming or forestry" (20%); second in HIGH schools was "farming or forestry" (16%), and "skilled (mechanic, electrician, carpenter)" second in LOW schools (13%); third in HIGH schools was "skilled" (15%), and in LOW schools "beautician" (11%); fourth in HIGH schools was "clerical" (10%), and in LOW schools "unskilled (male)" (9%); fifth in HIGH schools was "unskilled (male)" 9% in LOW schools "unskilled (female)" (5%).

College Goers, HIGH and LOW, were more optimistic than students Not Going or Undecided about college, in answering "When you think about what you've accomplished, and look forward to what you'd like to do, how do you feel?" Non-College Goers, HIGH and LOW, are among the most pessimistic students. Differences were significant (beyond 0.01) between College Goers and others, and also between HIGH and LOW schools (<0.01).

School and community

Among students Going to College, the greatest percentage in HIGH schools said their teachers "inspire you to want to learn," while in LOW schools, they mostly felt the teachers were "too easy with school work." Students Not Going or Undecided in both HIGH and LOW schools felt their teachers "inspired them," although more than one-third of students Not Going in LOW schools felt their teachers were "too strict." Differences between HIGH and LOW schools in opinions of teachers were significant (beyond .01).

Among students Going to College, most in both HIGH and LOW schools felt their teachers "understand teenagers." Not Going and Undecided students oftener said teachers "play favorites."

A significantly greater percentage of HIGH students (beyond 0.01) felt their teachers were "well-qualified in their subjects"; and a significantly greater percentage of LOW school students (beyond 0.01) felt their teachers were "not too well-qualified."

HIGH school students, too, felt more pride in their schools' scholastic standards, said they were "higher than most schools in the area." LOW school students said oftener their schools' standards were "below those of most other schools in the area." Differences were significant beyond .001. The greatest percentage of students Not Going to College, HIGH and LOW, said their school scholastic standards were "probably equal to most other schools in the area." They were not as critical nor as inclined to praise their schools as the students Going to College or even the Undecided students.

More than 75% of HIGH school students felt their schools' course work "prepares students very well for college"; and over half of LOW school students felt their schools' course work was "probably not good enough to prepare students for college." Differences were significant beyond .001.

The greater percentage of HIGH school students thought most people in their communities were strongly interested in the schools' scholastic standing; while the greater percentage of LOW school students felt most people in their towns were indifferent to the schools' scholastic standing. Differences were significant beyond 0.01.

Most HIGH and LOW school students agreed that their communities strongly supported the schools' football or basketball teams, and also the students who played on the teams. There was little difference here between HIGH and LOW communities.

Most students, HIGH and LOW, felt their townspeople were indifferent to the high school science courses -- especially those students who were planning on college. Of these, the greatest percentage were LOW community students (significant beyond .01).

More than half the students, HIGH and LOW, felt the townspeople were indifferent to the high school English and language courses; a greater percentage of LOW students felt the townspeople disapproved of these courses; more HIGH students felt people approved and supported courses in language and English (<0.01).

Most students, HIGH and LOW, felt their towns disapproved of high school dropouts, but a greater percentage in LOW schools felt their communities were indifferent to this problem.

The majority of both HIGH and LOW students felt their towns supported high school graduates who want a job -- but approximately one-third felt people were indifferent to high school job-seekers, primarily College Goers and Undecided students.

A significantly greater percentage (beyond 0.01) of HIGH students felt their townspeople supported and approved of high school graduates who wanted to go to college. The majority of LOW school students felt their communities were indifferent to graduates who wanted higher education.

A greater percentage of HIGH than LOW students felt their towns supported high school graduates who needed financial help for more schooling. However, a greater percentage of LOW than HIGH students thought their towns were indifferent to those students; and some -- primarily those not going to college (HIGH and LOW) felt townspeople disapproved of students who needed money for education.

More HIGH students than LOW felt their townspeople supported the high school teachers, the principal, and the superintendent, especially the College Going students. A greater percentage of LOW students felt people did not care about the school staff or administration, or even disapproved of them.

Teachers

Personal data

HIGH schools had a greater percentage of younger teachers (21 to 25 years) than LOW schools; and LOW schools had a greater percentage of older teachers (56 years or older) than HIGH schools. HIGH schools also had a greater percentage of teachers in the middle-age group (31 to 55).

A greater percentage of HIGH teachers had master's degrees, and more LOW teachers held bachelor degrees. None in either HIGH or LOW schools had less than a bachelor's or more than a master's degree.

Over half of the total teachers said they would definitely enter a teaching career, if they had it to do over again, and a third said "probably yes." 10% of the total sample said "probably no"; and those who said "definitely NOT" were in LOW schools (2.3% of total).

Opinions of students

Most students, according to half the total teachers, felt "teachers do not understand them." A greater percentage of HIGH teachers said students seemed to "feel close to teachers"; and a greater percentage of LOW teachers said students "felt" distrustful of teachers."

Teachers agreed that "intellectural ability" was more important than any other traits for students who should be encouraged to go to college. "Interest in education" and "good personality traits" ranked second and third. "Lack of mental ability" was the main thing teachers felt often meant a student should not be encouraged toward college; also "lack of interest" and "negative habits" kept teachers from encouraging youngsters to go on to school.

Motivations of students who do have ability but do not attend college were basically agreed upon by teachers HIGH and LOW. "Lack of funds" was most important; "unwilling parents" was next, according to teachers, who further classified this category as "lack of educational values"; third reason was "student not interested." HIGH school teachers gave the next reasons in rank order: "marriage plans," "desire to work," and "unsure of ability." LOW school teachers gave "values of community or peers"; "marriage plans" and "desire to work."

Teachers were in basic agreement with ideas for ways to help such students to go to college. In addition to the use of financial aids such as scholarships, and loans, they recommended better use of school guidance facilities to encourage students and "enlighten parents and the community" about the values of college education. Other suggestions by teachers were for community businesses to provide more part-time jobs for needy students; and to "discourage high school romances" that often end in early marriages.

Although HIGH and LOW teachers differed significantly (<beyond 0.01) in their rankings of "What gives boys (girls) prestige in your school?" There was an even more significant difference (<beyond 0.001) between teachers' opinions and students' opinions on these rankings. Teachers tend to rank "high grades, honor roll" much higher than the students themselves did (both HIGH and LOW); students tended to rank "high standards and morals" higher than teachers did for both boys and girls, teachers ranked "leader in activities" first in importance, while this was ranked third or fourth by students. Teachers also ranked "cheerleader" third in importance for girls, while students ranked it last or next-to-last.

Community and school

Most teachers belonged to at least one community organization, in both HIGH and LOW communities. More teachers in HIGH communities said they felt "close to this community and consider it my home"; More in LOW communities said they did not feel "very close to this community."

Teachers in HIGH schools said most people in town rated "being a success": 1) having money; 2) having a good job; 3) a good education; 4) respect in the community. LOW school teachers considered "having a good job" most important with townspeople, than "having money". "Having a good education" was mentioned only once among LOW school teachers as important in being a success.

Teachers rated townspeople's attitudes toward the schools' scholastic standing chiefly as "indifferent," especially in LOW communities. Half of the HIGH teachers said people in their towns were "proud" of the schools' scholastic standing.

Teachers in HIGH schools rated their schools' scholastic standards higher than teachers in LOW schools. Over half of all HIGH teachers said their schools ranked higher than others in the area, while only 2.5% of LOW teachers said this. A greater percentage of LOW teachers said their schools were "equal to others" or "rank lower than others" than HIGH teachers($<$beyond 0.01).

77% of HIGH teachers said the course work in their schools prepared students "very well" for college; while 51% of LOW teachers said this. Over a third of LOW school teachers said their schools' course work was "not good enough" to prepare students for college; 13% of LOW teachers did not answer this question at all.

Differences in teachers' perceptions of parental attitudes toward college were significant (<0.01). A greater percentage of HIGH teachers said parents in their towns approved of college for their children; a greater percentage of LOW teachers said parents in their towns disapproved of college for their children. A greater percentage of LOW teachers said parents "approved with stipulations" or were "indifferent" to college. A greater percentage of HIGH teachers said parents "realized the importance of education," and also that they "missed it themselves and want college for their children." A greater percentage of teachers in HIGH schools said parents were concerned with college because "they want prestige"; and a greater percentage of LOW school teachers said parents were not concerned with college because "they don't realize the importance of education."

Parents of Seniors

Personal data

HIGH community parents were significantly better educated than LOW community parents (<beyond 0.01). A greater percentage were high school graduates, had one to two years of college, and had professional or graduate school training. A greater percentage of LOW community parents had an eighth grade education or less, and also one to three years of high school.

A greater percentage of HIGH parents said that if they had it to do over, they would like to finish college; while a greater percentage of LOW parents said they would like to finish high school. More HIGH parents would like "some college"; more LOW parents would like "vocational training."

90% of all parents belonged to at least one organization in their communities. A greater percentage of LOW than HIGH parents belonged to no organizations. The largest scores on the Social Participation Scale were made primarily by HIGH parents; the lowest scores were made mostly by LOW parents.

On the Anomia Scale, measuring the degree of optimism or pessimism, a significantly greater percentage of HIGH community parents (beyond 0.01) were optimistic about themselves, their children and the future; and a significantly greater percentage of LOW community parents (beyond 0.01) were pessimistic. A greater percentage of parents of seniors planning on college were optimistic; and a greater percentage of parents of seniors not planning on college were pessimistic (<beyond 0.01). (Appendix A-8)

Attitudes toward children

When asked "What do you think of as a good life for your children?" parents in HIGH communities most often named "a good education." Parents in LOW communities most often mentioned "a good job -- security." Second in rank (number of times mentioned) for both HIGH and LOW parents was "happy marriage and home life."

Other necessary ingredients for "a good life" included "enjoyment of life," "making good money," "A religious or moral life, helpful to others," and "general satisfaction (including job)"...

Significant differences (<0.01) existed between parents (HIGH and LOW) whose senior children planned on college and those who did not, on a rating of parents' expectations: "What did you most want your child to get from high school?" Parents of College Goers named first "good background for college," and second, "friends and getting along with others". Parents of seniors Not Going or Undecided first named "specific education for a job" and second, preparation for life."

Parents in HIGH communities differed also significantly ($<$beyond 0.01) from parents in LOW communities in their aspirations for their children's high school accomplishments.

According to parents, a greater percentage of seniors in HIGH schools planned on college. The second highest percentage in HIGH schools planned on entering vocational schools after high school. A much smaller percentage of seniors planned on college in LOW schools, according to their parents; and more than a fourth of LOW school seniors planned on getting a job. A greater percentage of LOW school seniors planned to join the armed forces. And a greater percentage of LOW school seniors were undecided about their plans after graduation, parents said. Seniors and their parents often disagreed on after-graduation plans, as was apparent in matching parent interview schedules with senior questionnaires.

A significantly greater percentage ($<$beyond 0.01) of HIGH community parents said they "approved" of a college education for their children ("How do you feel about a college education for your children?"); and a greater percentage of LOW community parents said they "approved with stipulations" (e.g., "you may go, IF...") A greater percentage of LOW than HIGH parents were "indifferent" to college for their children. Of those parents who "approved" of college, HIGH and LOW, the greater percentage had children planning on college. All parents who were "indifferent," who "disapproved," or "disapproved with stipulations" had children Not planning on college, or undecided.

Attitudes toward school and community

In general, parents from HIGH communities favored more education for both boys and girls than did parents from LOW communities. In answer to "How much schooling do you think most young men need these days to get along well in the world?" A greater percentage of HIGH parents said boys need 4 years of college; a greater percentage of LOW parents said boys need "some college" or "4 years of high school." (Appendix A-3 and A-4)

Differences were significant (0.01) between amount of schooling parents said was needed for girls, compared to that of boys. While approximately three-fifths of all parents (HIGH and LOW) thought a boy needed 4 years of college, only one-third thought a girl needed the same amount of schooling. Also, while 9% of all parents thought a boy should have only a high school education, 20% thought a girl should complete her education with high school.

In HIGH communities, the significantly greater percentage (beyond 0.01) of parents thought girls needed four years of college; most parents in LOW communities said a girl should be a "high school graduate". A greater percentage of HIGH parents said girls should get "high school plus vocational training" or "some college."

Over half of all parents said they knew all members of their local school boards. Eleven percent of the total parents knew none of the school board members, with more HIGH community parents knowing none. Seventy-two percent of all parents said most of their school board members were community leaders; 15% said "some of them" (a greater percent in HIGH communities); 10% "don't know"; and 4% said "none of them" were leaders.

(Additional data on parental interviews is summarized in the section combining results of questions asked of leaders, parents, teachers and students.)

Community Leaders

Personal data

Most of the community leaders were male; two of the three women came from HIGH communities. None of the leaders was under 30 years of age; four were over 70. There were few differences between HIGH and LOW communities in ages of leaders, the majority from both groups belonging to the 41 to 50 year-old group and the 51 to 60 year-old group.

Most of the leaders, HIGH and LOW, made an annual income of $7,000 to $15,000. Nine percent made $2,999 or less; and 7% made $25,000 or above (the lowest and highest income groups), but there was little difference between HIGH and LOW communities, except on the two highest income groups ($16,000 to $25,000) in which 70% were HIGH community leaders.

All leaders scored high in the Social Participation Scale, belonging to at least 3 organizations in some leadership capacity.

All but 5 leaders had children; most had at least two or three. In answering "What do you think of as a good life for your children?" leaders in both HIGH and LOW communities thought "happy marriage and home life" was most important, with "good education" and "good job" ranking second and third.

The greatest percentage of total leaders were high school graduates. HIGH leaders were somewhat better educated than LOW, with a greater percentage of college graduates and those who had attended graduate or professional schools. A larger percentage of LOW community leaders had eight grades of schooling or less.

In Occupation classes I and II (professional and managerial) the greatest percentage of leaders came from HIGH communities. About half (49%) of all leaders qualified as Class III (businessmen, landowners, teachers, etc.). Of leaders in the lowest two classes represented here (skilled labor, white collar or blue collar workers) the greatest percentage were from LOW communities.

Scores on the Anomia Scale showed leaders, in general, to be quite optimistic, with the most pessimistic leaders coming from LOW communities and the most optimistic leaders from HIGH communities. Compared with scores for parents of seniors, leaders were consistently more optimistic in general than parents. (Appendix A-8, Table 12)

Opinions on education

Answering "How much schooling do you think most young men need these days?" a greater percentage of HIGH leaders said "4 years of college"; and a greater percentage of LOW leaders said "some college" or "4 years of high school." In answer to the same question about young women, results were somewhat unexpected: the greatest percentage (42%) of LOW community leaders thought girls should have "4 years of college"; while the greatest percentage (56%) of HIGH leaders thought girls should have "vocational training" or "some college." On the whole, leaders seemed to be much more interested than parents in higher education for both boys and girls. (Appendix A-3 and A-4, Tables 7 and 8)

Leaders were asked "Have you thought about how a college education would help (or does help) you in your job?" The greatest percentage of HIGH community leaders (52%) said "Yes, often"; and the greatest percentage of LOW community leaders (42%) said "No, seldom." Others said "yes, occasionally."

Knowledge of own community

All leaders had lived at least four years in their respective communities. A greater percentage of HIGH than LOW leaders had lived 36 to 45 years in their towns. 23% of all leaders had lived over 46 years in their towns. The majority of leaders were "very well satisfied" with their towns as places to live.

Most leaders, HIGH and LOW, said they knew how much tax revenue was allocated to local schools and the amount was "just right." A greater percentage (28%) of LOW community leaders, however, felt school taxes were "too low" (HIGH 10%).

Most leaders knew all school board members in their communities -- many belonged to the board themselves -- and agreed to some extent on the subjects a school board should discuss. "Teachers and salaries" ranked first in this category for both LOW and HIGH community leaders; "school curriculum" and "building and facility needs" ranked second and third. LOW community leaders thought "rules for school discipline" was third in importance for school board discussions, but this item ranked last with HIGH leaders.

More HIGH leaders seemed to know "a great deal" about high school students in their communities who were academically outstanding. More LOW community leaders knew "some" or "little" information about such students. Over half the total leaders knew a great deal about the local high school athletic teams and could name two or three students outstanding in athletics. Knowledge of local school teachers and their qualifications, extra professional training, and so forth was generally good among all leaders, HIGH and LOW.

More HIGH leaders said there were "quite a few" high school students from their towns who wanted to go to college; more LOW leaders did not know any. 45% of LOW community leaders could name no student needing financial help for college (24% of HIGH); and 52% of HIGH leaders (31% of LOW) named two to four or more students needing financial help.

A significant percentage of HIGH leaders often felt they could "do something to bring about changes" in their communities; and a significant percentage of LOW leaders felt they can "seldom bring about changes" in their communities (<0.01). Most HIGH leaders said they would make changes through civic groups or individuals; while most LOW community leaders said they would make "none -- too hard to change."

Other data on responses of Community Leaders is included in the next section, in combination with those from parents and others.

Combined Data From Parents, Teachers, Leaders, Students

Personal data

In attempting to obtain some indication of cultural background of parents and leaders, the question was asked "What magazines do you usually read?" Responses were categorized as to type of publication and number named.

Differences were significant between parents of seniors Going to College and parents of seniors Not Going or Undecided (<0.01). The parents of College Goers read more magazines, types of magazines are usually the same for both groups club, sport or hobby except for more publications named by parents of College Goers.

In general, both parents and leaders from HIGH communities tended to name general-type publications (*Life*, *Look*, *Readers' Digest*, etc.) oftenest, and those from LOW communities named farm publications oftenest. Leaders in HIGH communities ranked news magazines (*Time*, *Newsweek*, *U.S. News*) second, while LOW community leaders ranked news magazines sixth. HIGH leaders ranked business-opinion-review magazines (*Harpers'*, financial bulletins) fifth in importance; LOW leaders did not rank this type of magazine at all.

In amount of traveling done per year, leaders (HIGH and LOW) traveled more often and went greater distances than parents. A greater percentage of HIGH adults (parents and leaders) traveled more and farther than adults from LOW communities. Often, travel had to do with work, more time and money for leisure, more desire to travel (HIGH parents and leaders more often read travel magazines than LOW parents and leaders, and expressed a desire for travel).

Asked "If you could start life over, what would you do differently?" the greatest percentage of parents and leaders in HIGH communities said they would "get more education." In LOW communities, the greatest percentage of parents said they would "do nothing differently"; LOW leaders, however, said they would "get more education."

As previously mentioned, the Anomia Scale reveals differences between parents and between leaders (in HIGH and LOW communities).

On the whole, leaders (HIGH and LOW were more optimistic than parents.

Some community values

Students, parents and leaders were asked to define "becoming a success." Responses were categorized into eight general areas. Very significant differences (beyond 0.001) appear between responses of students and those of adults in both HIGH and LOW communities. Both HIGH And LOW students agreed in their general evaluations of what was important to them, or "being successful". Likewise, parents and leaders from both HIGH and LOW communities generally agreed -- the differences were between the generations, not the communities.

Students named accomplishments relating to "personal self-actualization" as most important in success (self-development, "being what you want most to be," etc.), with "job security" second, social success (reputation and prestige) third, financial success fourth, and educational accomplishment fifth.

Parents and leaders placed financial success as first importance (except for LOW community parents, who placed it second with "job security" first); social success (reputation and prestige) came second with parents and leaders in HIGH communities, third for LOW community adults; self-actualization was fourth in importance for all parents and leaders; marriage and family success ranked fifth for all adults but HIGH community parents, who ranked it sixth and educational success fifth; HIGH and LOW leaders ranked education sixth, and LOW parents said "don't know" in sixth place.

Students, teachers, parents and leaders were asked: "Do you feel there is any pressure on young people in your community to succeed?" The greatest differences (beyond 0.01) were those between students in HIGH and LOW communities; a much greater percentage of HIGH students said they felt there was pressure on young people to succeed, and a greater percentage of LOW students did not know. In general, the College Goers, HIGH and LOW, felt this pressure more, and the Undecided students were most unaware of it.

Parents and teachers both in HIGH communities most often said there was "a lot of pressure" to succeed, while LOW community parents and teachers said either "some pressure" or "hardly any." There was less difference between HIGH and LOW leaders, who felt there was at least "some pressure" to succeed in their communities.

Parents and leaders in both HIGH and LOW communities agreed that teenagers from their towns got favorable attention mostly by club activities, athletic or social achievements. Unfavorable attention to teenagers in both HIGH and LOW communities came from misbehavior related to automobiles, or social misbehavior (rowdiness in public places, and so forth).

Attitudes toward education

As previously mentioned, parents differed significantly in the amount of schooling they felt was necessary for boys and girls. In general, both parents and leaders from HIGH communities mentioned college oftener than LOW community adults, especially for boys. Leaders, on the whole, from HIGH and LOW communities, were evidently more interested than parents were in higher education for both girls and boys.

All persons in the 10 - community sample were asked: "Do you ever feel it is a handicap (for young people) to go to school in a small rural community?" Differences were significant (beyond 0.01) between total teachers and total parents; between HIGH and LOW students; among parents, leaders, teachers and students in HIGH communities; and among matching groups in LOW communities. Teachers in HIGH and LOW schools also differed significantly.

The greater percentage of total parents and leaders (HIGH and LOW) felt it was "definitely not a handicap for young people to go to school in a small rural community"; teachers (HIGH and LOW), on the other hand, felt oftener it was "sometimes a handicap" -- although more teachers in HIGH communities said it was "definitely not a handicap" than those in LOW communities. LOW school students said oftener they felt it was "definitely a handicap" and HIGH school students said oftener it was "definitely not a handicap." Of those who felt it was a handicap to attend a small rural school, the greater percentage were College Goers in LOW schools and Non-College Goers in HIGH schools; of those who felt it was not a handicap, the greater percentage were College Goers in HIGH schools and Non-College Goers in LOW schools. Parents and leaders in both HIGH and LOW communities were more likely than their children or teachers to say their rural schools definitely did not provide a handicap for young people. Students more often said they were "sometimes a handicap" as did teachers.

Reasons given by students, parents, teachers and leaders for feelings "pro" or "con" rural schools were categorized thus:

1) Academic (reasons concerning the school curriculums, quality of teaching, etc.).

2) Building and facilities (including administration).

3) Personal (feelings between teachers and students, independence, pressures, individual preferences, etc.)

4) Social (activities, relationships, new people, etc.)

5) Other (reasons not classifiable).

Significant differences were evident (beyond 0.01) between total students (HIGH and LOW) and total adults (parents, leaders and teachers, HIGH and LOW). Students and adults disagreed on reasons _in favor of_ small rural schools and also those reasons _not in favor of_ small rural schools (adults gave more reasons in the Academic categories, both pro and con, and students gave more reasons in Social categories, pro and con). Students gave more Academic reasons "con" rural schools than "pro" rural schools (that is, they criticized poor curriculums, lack of competition, teachers, and poor college preparation more than they praised the academic advantages).

Combined responses of parents and leaders showed some differences between HIGH and LOW communities in the kind of subjects a school board should discuss. HIGH community parents and leaders ranked "building and facility needs" first, while LOW community parents and leaders ranked "rules for school discipline" first in importance for school board discussions. Other Rankings were similar, including "teachers and salaries" second, and "school curriculum" third.

In listing suggested changes which should be made in local schools, differences between total respondents in HIGH and LOW communities were significant (beyond 0.01). Students parents in HIGH communities were most interested in changing buildings and facilities, while LOW community students and parents were most interested in changing teachers (or improving standards for hiring teachers). Teachers in LOW communities would have liked most to make changes in administration of the schools and in attitudes of their students. HIGH school teachers would have liked first to change buildings and facilities, then administrative policies.

Other Comparisons of High and Low Communities

Educational news

To improve comparability of the two groups of five schools each, news data from two schools that deviated most were excluded. One (LOW-A) existed almost without news. Total news of the (LOW-A) community, including births, weddings, and deaths, was 114 inches during the year, while for (HIGH-A) the total was 127,728 inches. (See Table 4) (HIGH-A) having a daily newspaper accounted for its extremely high deviation; while almost total isolation as a community seemed to account for the extreme deviation of (LOW-A).

News of three schools in towns without newspapers was reported in two area newspapers, and news of another school in a newspaperless town was published in three area newspapers. All such newspapers were studied. Data (Table 4) for those four schools were averaged to make them comparable with data from schools whose news was reported in one newspaper.

Data in Table 4 show that differences in the various categories of school news were not statistically significant between HIGH and LOW schools. That fact refines data presented in a previous study (12).

Community population and tax data

Total population of the five HIGH communities was 4,943, with an average of 988.6. The population total of the five LOW communities was 4,852, with an average of 970.4. Differences were not significant.

Tables A-1 and A-2 in the Appendix show slight but nonsignificant differences between the two groups of communities in regard to funds and use of funds in the school systems studied, and in regard to news (publicity) on both entertainment and non-entertainment functions of the schools. Differences between the two groups favor HIGH communities, but since the differences are only slight and are far from significant, they cannot reasonably account for other highly significant differences found and reported here.

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Table 4 - Raw Data Showing Distribution of School News for Ten Communities Studied

School	Inches to Sports	No. of Sports Stories	No. of Sports Pix	Sports Related		Fund Raising Plays Trips	Parties and Dances	Commencement Vacation Alumni	Teachers		Academic Honors on Scholarships	Classes Courses Science Curriculum	Non-academic Non-entertainment	Music and Art	English Speech Language	Books Library	Adult Appeal	Totals	Total of All News	Population			% Grade To College
				Inches	No.	Inches	Inches	Inches	Social Inches	Prof Inches	Inches	Inches	Inches	Inches	Inches	Inches	Inches	Inches	Inches	Town	Student	Teach	
8	2,198	192	57	336	26	344	190	517	63	357	904	418	1,008	367	17	28	1,270	8,017	127,728 (237,898)**	3,391	297	24	79
7	721	84	15	207	31	135	101	321	4	94	183	574	502	29	0	32	288	3,191	30,071 (50,400)**	348	61	6	90
9	190	36	0	17	5	19	15	4	0	37	45	35	1	5	3	0	7	378	661	276	51	7	86
6	38	19	1	1	1	12	9	23	4	0	19	2	16	3	0	0	12	139	809	114	32	6	80
5*	51 34 0 } 28	0 24 9 } 11	0 0 0 } 0	1 7 0 } 3	1 4 0 } 2	6 17 1 } 8	1 11 3 } 5	0 12 3 } 5	0 1 0 } 0	0 9 0 } 3	2 23 2 } 9	1 1 0 } 1	5 15 3 } 8	2 6 0 } 3	1 4 1 } 2	0 29 29 } 19	3 10 9 } 7	101	946 894 365 } 735	432	28	6	83
Total	977	150	16	228	39	174	130	353	8	134	256	612	527	40	5	51	314	3,809	32,276	1,170	172	25	
4	463	48	11	44	8	59	19	183	7	63	69	80	671	39	17	0	98	1,812	21,840 (65,800)**	2,074	237	18	31
0*	237 130 } 183	30 16 } 23	9 6 } 7	0 0 } 0	0 0 0	20 3 } 11	1 1 1	24 11 } 17	2 0 } 1	1 3 } 2	1 7 } 4	7 15 } 11	2 1 } 1	0 0 0	36 0 } 18	0 0 0	2 1 } 2	252	3,490 1,400 2,445	150	55	8	8
2*	47 10 } 28	18 2 } 10	2 0 } 1	0 0 } 0	0 0 0	8 2 } 5	0 0 0	19 5 } 12	2 0 } 1	1 2 } 2	1 0 } 1	5 0 } 3	9 1 } 5	0 0 } 0	0 0 } 0	0 0 } 0	3 1 } 2	60	757 226 492	225	38	7	9
1*	6 20 } 13	6 10 } 8	0 0 } 0	0 0 } 0	0 0 0	1 0 } 1	3 0 2	16 29 } 22	3 0 } 2	0 2 } 1	24 6 } 15	0 0 } 0	24 6 } 15	0 0 } 0	0 0 } 0	0 0 } 0	4 1 } 3	74	687 340 514	55	26	5	0
Total	687	89	19	44	8	76	22	234	11	68	89	94	692	39	35	0	105	2,198	25,291	2,504	356	38	
3	2	2	0	0	0	0	0	32	0	0	4	0	6	0	0	0	22		114	75	62	5	0

* Averages from more than one newspaper used so data are comparable with data from communities with news in only one newspaper

** Total space, including advertisements

DISCUSSION

The data show definite and significant differences among rural low income communities of Kansas in most indications of the value placed on education. Generally, HIGH communities displayed greater interest and participation in school affairs and higher educational and vocational aspirations for their young people; LOW communities showed much less. LOW communities were marked not so much by actual hostility to higher education as by general indifference and lack of knowledge of opportunities available to young people.

Motivation toward college

One of the first general conclusions to be made from the data was in the area of motivation, and the findings supported very well the countless other studies pointing to motivation as more important than finances in decisions to go to college after high school. In our study, students in HIGH communities were more highly motivated toward college than students from LOW communities, as were their parents.

Although the majority of parents in both HIGH and LOW communities favored a college education for young men ("How much schooling do you think most young men need these days to get along well in the world?"), there was great disagreement on education necessary for young women. Most LOW community parents felt girls should have a high school education, while HIGH community parents thought girls should have more training after high school, at least vocational school or two to four years of college. In general, HIGH community parents thought both boys and girls needed more education than LOW community parents required for their children. A practical view of education, common in rural areas (25), sees the value of education specifically in training for jobs; and a college education for a girl, whose need for a job may be only temporary before or after marriage, seems a waste of time and money, especially to parents with low income. Also, researchers (21) have pointed out that girls tend to be more reluctant to borrow money for college than boys, and parents are more willing to help their sons than their daughters.

The College Education Attitude Scale supported the general data showing College Goers to have more favorable attitudes toward a college education than students Not Going or Undecided; and students from HIGH schools expressed more favorable opinions on the value of going to college than students from LOW schools. Indications of specific attitudes were found in scores within the Scale.

On the first sub-score, Going to College groups showed greater vocational motivation than groups Not Going or Undecided. Most College Goers planned on vocations requiring college training, while students Not Going tended to select vocations requiring either trade school or little additional training after high school.

The second sub-score of the College Education Attitude Scale reflected the student's perceptions of society's expectations. That is, a high score showed to some extent the student's awareness that others (parents, friends, townspeople) expect or want him to go to college; and College Goers scored significantly higher on this rating than other students. This may also be closely related to the general "pressure to succeed" so clearly noted by students planning on college, primarily from HIGH communities.

The third sub-score related to the student's financial ability to attend college, as well as his acceptance of the importance of financial sacrifices involved. Going to College groups, HIGH and LOW, scored higher on this than Not Going to College groups. Parental attitudes may have influenced students regarding money for college. For example, parents who approved of college for their children "with stipulations" (more from LOW than HIGH communities) and parents who "disapproved with stipulations" (*all* of whose children were Not Going to College) mostly mentioned financial reasons, such as "I want my child to go to college *if* he can get the money to finance it," or "I don't want my child to go to college *unless* he gets the money...". Another indication supporting this was data on "affording college, if you wished to go." HIGH students planning on college said oftener they could "afford college, with sacrifices" than LOW community students also planning on college. Among those who said they could "afford college, with sacrifices" from LOW schools, the majority were *not* going to college. The extra motivation seems to have overcome financial handicaps in HIGH communities, where higher education had greater value.

The fourth sub-score denoted a student's fear of failure in college, more often the case with those undecided or not planning on college. This attitude was also reflected in the question concerning ability to "do well in college," about which College Goers, who usually made higher grades than students Not Going or Undecided, often expressed confidence. Students *not* planning on college often made lower grades than the College Goers, and also felt they might not do well in college. Here it seems most students were probably being somewhat realistic about their abilities and chances to "make the grade" in college. There were exceptions to this general pattern, however, often among Undecided students, whose grade averages varied from high to low, and whose feelings about doing well in college also varied from complete confidence to doubt. College Goers with doubts about their chances to succeed were mostly from HIGH communities, and had strong pressures from other sources, particularly parents, contributing to their motivation toward college.

Liking school work, too, was positively related to scholastic success, and to going to college. College Goers (HIGH and LOW) often described high school life as "full of fun and excitement" or interesting and hard work," while Not Going or Undecided students mostly said school was "fairly pleasant" or "fairly dull." College Goers tended to like classwork better than activities, or enjoy both about the same; while those who did "not enjoy either one" were predominantly Not Going to College.

Thinking about college seemed to be more exciting to the students who definitely planned on college, and "useless," "boring," "unpleasant," or "frightening" to students Not Going or Undecided about college. This reaction was not unexpected. However, the fact that LOW school College Goers more often anticipated college with excitement than HIGH school College Goers seemed somewhat unusual. Perhaps the unique aspect of going to college from LOW communities gave the prospect greater emotional impact than it did in HIGH communities, where going to college was more taken for granted.

High school freshmen, as expected, were more undecided than seniors about going to college in both HIGH and LOW communities. However, seniors in LOW schools were undecided about college and vague regarding future plans to a far greater extent than seniors in HIGH schools. It would seem that in HIGH communities, where there was more emphasis on going to college, there was probably more information available in the schools on colleges and jobs requiring college; and the "pressure" was greater in HIGH schools on students nearing high school graduation to make decisions about their future plans.

In view of other strong indications that students from rural areas often plan on college for pragmatic reasons, it is not surprising that reasons given for going to college in this study were primarily job-oriented. Training for a specific vocation was often mentioned as an important motive for attending college; however, unexpectedly, the category most often given by College Goers in both HIGH and LOW communities was "self-development." Reasons such as "I want to make something of myself," "I want to learn all I can," "I want to improve my skills," "I want to grow up into a better person" fell into this category, and took precedence over other reasons given by students planning on college.

In addition, "becoming a success," to the greatest percentage of total students, was first of all "personal self-actualization" (self-development, "being what you most want to be"). After a person realized his individual goals for himself, students felt he would be a success. Job security, financial and educational achievement followed in importance to students. In contrast to this student view, parents of the students tended to give primarily pragmatic goals for their children's success, such as financial and job security, reputation and prestige. Idealism in youth was not surprising, of course, nor self-awareness, compared to the more realistic, other-related attitudes of adults. Perhaps the idealistic, self-related reasons overshadowed others when students were thinking about college in broad terms; and once actually attending college, in stating motives for a college counselor (25), they tended to become more practical, as they felt adults expected them to be.

Students Going to College, primarily in HIGH communities, were more likely to contemplate leaving their home towns when they were out of school. Job opportunities for college-educated persons are scarce in small rural communities; and also leaving town to attend college suggests an awareness of life outside the known boundaries not so often expressed by young people who preferred to stay at home. Such statements as "I want to get out on my own," and "I want to travel" or "I want to learn more about the world" were often given as reasons for leaving the community. Other students, although not planning on more schooling, wanted to leave town for the same reasons. Over half the students questioned hoped to leave their communities, and many of the rest were undecided. Only a few planned to stay. The departure of able youth suggests an important reason for the decline of small towns, generally. Those towns which thrive often provide desirable incentives to induce young people either to stay or to migrate there from other places.

Parents and their children's future

Fathers' occupations and education were closely related, with fathers in the higher status occupations being better educated. Their children tended to follow the family pattern, with higher-status fathers having children who planned on college, and lower-status fathers having children not planning on college. Mothers' education was also an important factor in aspirations of children. HIGH community mothers and fathers had attained more schooling and higher status occupations, generally, and their children more often planned on college; while LOW community parents were less well-educated, had lower-status occupations on the whole, and had children not often planning on college.

Although a greater percentage of LOW community fathers were farmers, they tended to be lower status farmers, with perhaps smaller farms and part-time jobs in town. Farmer-fathers in HIGH communities generally held higher-status farm positions, often involving a greater amount of land (ownership plus rentals); and they were predominantly fathers of students Going to College.

Both the quantity and quality of family communication seemed to affect students' accomplishments and attitudes. Among many other studies pointing this out, Cervantes' research among high school drop-outs was of special interest to this study. His question "Does your family talk things over with each other very often?" was used in modified fashion in our student questionnaire, and produced significant results, with wide variation between HIGH and LOW community families, and between College Goers and students Not Going to college. HIGH school College Goers said their families "talk things over often" more than any other student group, HIGH or LOW.

Students said their mothers were more interested than their fathers in their children's school accomplishments; and with the high percentage of well-educated mothers from HIGH communities, this could be an important factor in attitudes toward school, especially since both HIGH and LOW families most often named "mothers" as "the most important person to confide in." However, mothers did not often make decisions in most families, unless there was no father. College Goers' families tended to make family decisions through discussions; while in families of students Not Going to College, fathers seemed to make "most of the decisions for the family, including those that affect me." Since a great majority of these fathers, especially in LOW communities, tended to have less than high school education, their influence was probably unfavorable regarding college attendance.

In addition, there was a significant difference between HIGH and LOW school students in discussions at home about college. Many LOW community students said their parents never talked about college with them, while a great percentage of HIGH community students and their parents "agree I should go to college." Parental interest in students' future plans was especially noted in College Goers' families, HIGH and LOW. Also, more than half the students who said "I make my own decisions, whether or not my parents go along with what I decide" were Not Going to College; clearly, those young people received little adult guidance at home, either good or bad.

Parents' aspirations for their children's future reflected certain values, many of which were similar and some of which differed in HIGH and LOW communities. Most parents wanted the same things in identifying qualities of "a good life for your child," such as "happy marriage and home life," "job satisfaction," and so forth. The fact that HIGH community parents named "a good education" oftenest and LOW community parents named "a good job -- security" oftenest was a definite clue to difference in attitudes. Concerns about job security seemed basically more important to adults in LOW communities; parents also indicated this in describing "what did you most want your child to get from high school" with most LOW community parents and parents of students Not Going to College naming first "education for a job" and "preparation for life" second. Parents of College Goers and most HIGH community parents named "a good background for college" first and "friends and getting along with others" second.

One unsuspected insight came after examination of parents' high Anomia scores (high pessimism) and their children's Self-Esteem scores. With few exceptions, students in this select group had high self-esteem, indicating their parents' pessimistic viewpoints had not affected their (the students') feelings of optimism and self-confidence. Further investigation revealed that the majority of such students confided in someone other than the parent interviewed (whose Anomia score was known to be high) -- either peers or the other parent. It would seem logical to expect that in families where communication was not close or common the students might confide more readily in peers -- and especially so if the adults were inclined to have a pessimistic outlook (more common in LOW communities).

Social life and values

Students planning on college were strong participants in student activities, and often were named by other students as members of the "leading crowd." They usually considered themselves to be "at the center of things" in school affairs, or said they would like to be at the center of things. They "belonged" to their school, in the sense of feeling important to at least one group and in being thought of well by both teachers and fellow students. They often named and were named by as many as four or five close friends, all of whom were liked and approved of by their parents. In HIGH schools, they dated oftener than other students, or went out in family or peer groups. Their self-esteem feelings were usually high, as was their optimism about their future plans.

In contrast, students not planning on college and those undecided were not so often considered leaders, nor were they quite so active in student affairs. They often felt themselves to be outside or on the edge of the circle of activities, and seldon felt they "belonged" to any one activity group or club. Although some named and were named by three to five friends, many felt their parents did not approve of all their friends. In LOW schools, they dated oftener than other students, or went out in groups. In HIGH schools, their self-esteem feelings were usually medium to low, and they inclined more to pessimism than other students. In general, then, this study confirms results of many other studies (1, 5, 6, 20, 21, 23,) regarding the more significant social life of College Goers, compared to that of students Not Going or Undecided about college. Recognition, feelings of accomplishment and "belonging" in school life seem to reinforce students' self-confidence and aspirations to achieve. On the other hand, when students are not so closely involved in the social life of the school and have lesser feelings of "belonging" to any group, with little or no recognition for accomplishments, they seldom feel encouraged to aspire to higher achievements, such as a college education.

In attempting to evaluate some values in the high schools tested, students and teachers were asked to rank qualities for boys and girls that were necessary in "giving prestige." The more visible attributes (athletics, activities, good looks) played the most important part in giving students prestige in all schools; and the high-ranking importance of "high standards and morals" may have been due to the status of the community church and church-centered activities in many small rural communities. In contrast to students in Coleman's study (5) who ranked "having a nice car" as one of the top qualities giving boys prestige in school, rural high school students in our study ranked "having a nice car" last in every school. "Cheerleader" and "coming from the right family" were generally marked low in prestige for girls, as compared to a much higher rating by Coleman's student sample. The gap between attitudes of teachers and students was also somewhat evident in ranking prestige values; teachers ranked "high grades, honor roll" and "leader in activities" higher than most students, probably because those student qualities were more valuable to them than to students.

Status differences and "success"

One important characteristic of the differences between HIGH and LOW communities was a consistent pattern of variation within HIGH community responses, compared to a relatively homogeneous response pattern from LOW communities. This appeared particularly in answers from students and parents. Differences were often marked between HIGH School College Goers and the Not Going-Undecided groups, and between the parents of those groups; while LOW school students and parents seldom differed among the three groups. The percentage differences may, of course, be partially due to the relatively smaller number of College Goers in LOW schools compared to the larger College Going group in HIGH schools.

However, there was definite evidence of greater social status distinction in HIGH than in LOW communities. Some higher and lower status occupations existed in HIGH communities, for one thing, and there was a greater emphasis on social accomplishments than in LOW communities. Although both HIGH and LOW communities qualified as "low-income," as measured by average family income, it became evident that in LOW communities the range of income was narrow, and in HIGH communities the income range was wide. This would also account for status differences.

The findings on the emphasis on "success" also supported indications of status differences. Students, teachers, and parents in HIGH communities said there was pressure on young people in their towns to "succeed," however that term may be defined, while this pressure was not felt so strongly in LOW communities, if at all. There was more competition for top-level status positions in HIGH communities and schools, and incentives such as higher education were more commonly accepted as goals worth striving toward. In a sense, a college education had become not only a goal, but a symbol of the goal of higher status.

With more emphasis on success in HIGH communities, there were more opportunities for successful achievements; and there were thus more opportunities for failure. Striving, risk-taking were all part of the pattern in such communities (so typical of the American pattern as a whole), and a greater need for achievement, which in turn produced a certain kind of anxiety in young people who accepted the common goals. Perhaps this is an explanation of the somewhat unexpected results in scores on the Self-Esteem Scale. A significantly greater percentage of HIGH school students made scores indicating low self-esteem; and more LOW school students appeared to have high self-esteem (feelings of confidence in one's abilities, belief that one is a person of worth). LOW community students evidently suffered less anxiety and were less threatened by failure to acquire common incentives. It should also be noted that more boys than girls had low self-esteem feelings in HIGH communities, where pressure to "succeed" was exerted especially on boys.

Rating their parents in terms of community status, most LOW community students felt their parents were considered "just average".

However, a significant percentage of HIGH community students felt their parents were thought to be "very important" or "rather important" in the community, and another greater percentage (compared to LOW school students) thought their parents were "of less than average importance" or "not at all important" in the community. HIGH community students were also less satisfied with their parents' importance than LOW community students, indicating that status was basically a more pervasive force in HIGH than in LOW communities.

As many other studies have also concluded, social class differences are closely tied to educational and occupational aspirations.

Community characteristics

Most of the students, parents, teachers, and leaders in the sample were in favor of small rural schools, feeling their advantages (individual attention from teachers, social relationships, feelings of "belonging") outweighed their disadvantages. However, students Going to College, primarily from LOW schools, and some teachers felt rural schools left much to be desired in academic excellence and challenge, quality of administration and instruction, and building and facility needs.

LOW school students and teachers were specifically critical of their schools' scholastic standards and preparation for college, which a large percentage felt were inadequate. Students from LOW schools planning on college were more critical than any other group. HIGH school students and teachers were better satisfied with their schools' standards, as were parents, indicating a real difference between HIGH and LOW community school systems.

Differences in school taxation (See Table 6, Appendix A) though not extremely wide, indicated that the cultural value of education, as well as the appraised value of taxable property, was lower in LOW than in HIGH communities.

Some criticism of teachers by students was found in LOW community schools, primarily by College Goers, who felt teachers were "too easy with school work." In contrast, most HIGH school College Goers felt their teachers "inspired you to want to learn." Although on the surface, teacher qualifications seemed much the same (all at least had bachelor's degrees), and teacher salaries in HIGH and LOW communities were not significantly different, somehow the quality of academic challenge differed. Perhaps some of this was reflected in attitudes of townspeople, as perceived by students in HIGH communities who felt most people approved and supported teachers and

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administration, and by students in LOW communities who felt most people were indifferent to teachers and school administration or even disapproved of them. Students and parents in LOW communities suggested the greatest need for change in local schools was in hiring of teachers (improvement of standards); while HIGH community students and parents were more concerned with changing buildings and facilities. Difference in attitude toward schools was also reflected in parent and leader opinions about subjects a school board should discuss. HIGH community parents and leaders felt "building and facility needs" were most important, while LOW community parents and leaders ranked "rules for school discipline" first. This may indicate a difference in administrative emphasis and should perhaps be studied further.

On the whole, student perceptions of community attitudes tended to support other evidence that people in HIGH communities were much more interested and supportive of their local schools and students than people in LOW communities. In most areas of concern, LOW schools students felt townspeople were *indifferent* to students and school needs. Community leaders gave indication of this in amount of knowledge they had of outstanding students and others who might want to go to college. HIGH community leaders seemed to know more about specific students and school activities in general. Furthermore, their attitudes toward bringing about changes in their communities were strikingly different: HIGH community leaders felt they could help make changes, and LOW community leaders mostly felt they could *not* make changes -- that the status quo in their towns was "too hard to change." And in the more loosely structured society of LOW communities, perhaps resistance to change was an inevitable quality.

Some general data gave support to differences in cultural background and outlook of adults in HIGH and LOW communities. H community parents and leaders traveled more and read more general and news magazines than parents and leaders from LOW communities. This was perhaps another indication of the greater cultural (and physical) isolation of LOW communities.

Results from the study of newspapers serving the ten communities were compared with newspaper data from an earlier study (12). The previous study seemed to indicate a negative correlation between stressing school sports and the percentage of students going to college from schools that stress sports. Data presented here, where HIGH schools had more sports news than LOW schools, indicated that news of sports is preferable to no news. That is, recognition of competence in sports seems to be desirable, at least to the point that it begins to replace recognition of other student competencies. Another possible interpretation is that sporadic, unpredictable news, even of sports events, had little or no effect in giving recognition (and thus encouragement) to students.

In this study, we had two groups of small schools that gave only sporadic and infrequent attention in the press to any school activity. As Coleman observed, "sporadic and infrequent interscholastic competitions, with no attention to promotional activity, have little effect" (4). That differences were not significant between HIGH and LOW schools in regard to news of school activities reported in home town and area newspapers indicates that influence of newspapers can be largely ignored in accounting for the large, and real differences in value systems found and documented elsewhere in this manuscript.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The following conclusions can be made from the preceding data:

1. The value placed on education in rural communities of low-income areas of Kansas has determined, to a great extent, the percentage of high school graduates going on to college. In communities where the majority of residents valued education as an important step toward "success," more young people planned to attend college, in spite of financial sacrifices, than in communities where education was not considered necessary for "success."

2. Family influences played a large part in educational and occupational aspirations of young people. Students coming from LOW communities tended to have somewhat less communication with their parents than students in HIGH communities, and students (HIGH and LOW) not planning on college had less communication at home than students planning on college. Educational attainment of LOW community parents was less than that of HIGH community parents; and occupational status was somewhat lower in LOW communities. Parental opinions on the value of a college education were less favorable in LOW than in HIGH communities.

3. Cultural homogeneity was greater in LOW communities. A greater status-consciousness seemed to exist in HIGH communities, with significant differences between "haves" and "have nots," thus, young people had greater competitive spirit and need to achieve (and also felt somewhat more anxiety about "becoming a success").

4. Adults (parents, teachers, community leaders) in LOW communities tended to be more pessimistic about life in general than adults in HIGH communities. Isolation on small farms, plus lack of opportunity for involvement in community social and cultural activities have evidently led to some narrowness of attitude, acceptance of the status quo, and resistance to change in LOW communities. More social and service organizations, more families living "in town," a greater amount of traveling outside the community, and greater community interaction were attributed to HIGH communities.

5. Peer relationships tended to be more important to young people when their family life was not close. Youngsters not planning on college communicated more with peers than with parents. Students planning on college depended more on parents than peers for confidences and encouragement.

6. Opportunities for recognition for young people and adults were rare in LOW communities, because of few social or cultural organizations, few student activities except athletic contests, and lack of local newspapers. HIGH communities had many more opportunities for recognition through clubs, activities, and newspaper coverage.

7. School "scholastic standards," curriculum offerings, and teaching standards seemed to be mostly matters of indifference (or apathy) to LOW community residents, but in HIGH communities concern for local schools was more prevalent.

Implications of results seem to be as follows:

1. In some low-income rural communities (HIGH and LOW), many young people's futures seem to be secondary to the immediate struggle to earn a living. The youth have had to make their own way with little help or encouragement from anyone else, or not at all. There is thus a great deal of "wasted talent" in such areas, where some capable young people, their parents, and even community leaders consider higher education a luxury, not a necessity.

2. As college expenses and entrance fees grow continually steeper, availability of higher education for many young people already short of financial help (or motivation to obtain such help) may be unlikely. Economic development seems imperative in those poorer areas before people can feel secure enough to care about "extras," such as helping their children obtain more education.

3. In communities where recognition of student accomplishments -- scholastic or extracurricular -- is not only possible but practiced often as a matter of course, young people are often encouraged to aspire to greater achievements outside the community, and will seek ways to enable themselves to do so (primarily through additional education). Incentives are important in motivation. If an incentive is not attractive or considered realizable, one will not usually risk failure in trying to reach it. However, if an incentive (such as success in one's chosen field) re-

lates to one's ego-seems possible because of one's previous small successes and necessary to one's self-image, then any sacrifice or risk of failure will be considered worthwhile in obtaining the goal. In HIGH communities, such recognition of young people occurs often through various student organizations, activities, honors programs, and church affairs. In LOW communities, fewer organizations and activities are available, either in the schools or communities themselves; there is, thus less "conditioning for success."

We would recommend:

1. Community-action programs through University extension services and other recognized groups acquainted with the problems of low-income rural communities. These could involve organization of special citizen committees within "problem" communities to discuss ways capable young people could be helped to get further education. Clear-cut, useful information on occupations and training programs should be abundant and widely disseminated through the schools and citizen committees. Problems of financial aid, schools available, and high school requirements should be discussed. Personable outside speakers representing various occupations and educational institutions should be brought to the communities to stimulate interest among parents and young people.

2. State-wide programs could be instituted to study the problem of "waste of talent" among young people, and to recommend measures for alleviation. More practical scholarship and aid programs need to be established with the needs of low-income rural youth in mind, and information widely circulated throughout all school systems, large and small. More readable, useful information is needed on existing scholarship and loan programs.

3. Small school systems need to be made aware of the need for more meaningful student activities and recognition programs. Teachers should be made aware of their obligation to encourage capable students in higher aspirations, or even just to think more seriously about their future plans.

SUMMARY

To determine differences between low-income rural communities in values placed on education: certain environmental factors, family relationships, school academic and social milieu, opportunities for achieving recognition, and general community-wide attitudes were studied in ten Kansas communities -- five with high percentages of students going to college, and five with low percentages of college-goers. Questionnaires were administered to 829 high school students and 87 teachers; 191 parents of senior students and 58 community leaders were interviewed; and educational news appearing in newspapers serving the 10 communities was measured and classified.

Significant differences were found between HIGH and LOW communities in: emphasis on "success" (greater in HIGH); level of education of adults (higher in HIGH); fathers' occupations (both higher and lower status in HIGH, middle status in LOW); opportunities for participation and recognition (greater in HIGH); family-student communication and support (less in LOW); cultural homogeneity (greater in LOW communities, with more status-consciousness in HIGH); school academic standards (higher in HIGH); desire for and knowledge of uses of higher education (greater in HIGH communities). Significant differences also appeared similarly between students (and their families) planning on college, and those not going or undecided.

There is evidently much "wasted talent" in some low-income rural areas where capable young people, their parents, and community leaders consider higher education a luxury, not a necessity. Long-term programs involving community-wide participation to exchange ideas, plan financial aids to local youth for education, improve local schools, recognize deserving youth, and similar projects could be carried out by University extension workers or other groups concerned with community, state, and national progress.

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APPENDIX A-1

Table 5 - Analyses of Data for Probabilities of Real Differences in News Treatment Between HIGH and LOW Schools

News Category	t	Probability Level <*	AVERAGES 4 HIGH Towns	AVERAGES 4 LOW Towns	4 HIGH Schools				4 LOW Schools				Excluded in Data Analyses	
					7	9	6	5	4	0	2	1	8	3
" to sports	.157	.50	258.500	228.250	721.	190.	38.	85.	463.	367.	57.	26.	2198.	2.
No. sports stories	.637	.50	43.000	32.500	84.	36.	19.	33.	48.	46.	20.	16.	192.	2.
No. sports pix	-.584	.50	4.000	7.000	15.	.	1.	.	11.	15.	2.	.	57.	0.
Sports related, inches	.919	.40-.20	58.250	11.500	207.	17.	1.	8.	44.	2.	.	.	336.	0.
No. sports related	1.151	.40-.20	10.500	2.250	31.	5.	1.	5.	8.	1.	.	.	26.	0.
Fund raising	.767	.50-.40	47.500	23.000	125.	19.	12.	24.	59.	22.	10.	1.	344.	0.
Parties and dances	1.290	.40-.20	35.000	6.000	101.	15.	9.	15.	19.	2.	.	3.	190.	0.
Commencement, vacation and alumni	.222	.50	90.750	71.750	321.	4.	23.	15.	183.	35.	24.	45.	517.	32.
Teachers, social	-.793	.50-.40	2.250	3.500	4.	.	4.	1.	7.	2.	2.	3.	63.	0.
Teachers, professional	.654	.50	35.000	18.000	94.	37.	.	9.	63.	4.	3.	2.	357.	0.
Academic honors	1.000	.40-.20	68.500	27.000	183.	45.	19.	27.	69.	8.	1.	30.	904.	4.
Classes, courses	.892	.50-.40	153.250	26.750	574.	35.	2.	2.	80.	22.	5.	.	418.	0.
Nonacademic, Nonentertain	-.209	.50	135.500	178.500	502.	1.	16.	23.	671.	3.	10.	30.	1008.	6.
Music and art	.130	.50	11.250	9.750	29.	5.	3.	8.	39.	.	.	.	367.	0.
English, speech, language	-1.264	.40-.20	2.250	13.250	0.	3.	.	6.	17.	36.	.	.	17.	0.
Books, library	1.603	.20-.10	22.500	.000	32.	.	.	58.	.	.	.	.	28.	0.
Adult appeal	.754	.50-.40	82.250	27.500	288.	7.	12.	22.	98.	3.	4.	5.	1270.	22.
Totals	.428	.50	1002.750	646.000	3191.	378.	139.	303.	1812.	504.	120.	148.	8017.	68.
All space	-.231	.50	13518.750	18175.000	50400.	661.	809.	2205.	65800.	4890.	983.	1027.	237898.	114.
All space except adv	.142	.50	8436.500	7185.000	30071.	661.	809.	2205.	21840.	4890.	983.	1027.	127728.	114.

* Probabilities and probability ranges show percentage of time one would expect such a t value from chance alone.

APPENDIX A-2

Table 6 - Indicated Monetary Data for 10 Schools Studied

School	Cost Per Pupil ADA, $	ADA	Oper Cost, $	ADA Cost Per Teacher, $	Cost Per Teacher,$	No. Students Transported	Funds Per Pupil		Valuation Assessed & Per ADA, $	Taxes					
							State, $	County, $		General	Trans	Bond & Interest	Spec Bldg	Others	Total
8	508	255	122,145	20.84	8062	50	1.38	2.37	7045 9	20.75	0.00	5.54	0.00	0.00	26.29
7	842	55	46,554	7.86	6651	33	1.67	2.87	2818 51	7.14	.96	0.00	0.00	0.00	8.10
9	1069	43	45,524	6.08	6503	23	1.77	2.64	2195 52	9.42	1.45	4.31	0.00	0.00	15.18
6	1267	36	45,547	5.14	6507	18	.43	3.29	2984 83	9.57	.30	0.00	0.00	1.03	10.90
5	1058	42	32,214	12.00	6522	10	1.09	3.84	1210 11	17.31	1.93	0.00	0.00	0.00	19.24
Total		431				134									
4 Small Gross Avg = 1059.00															
5 Gross Avg	= 948.80				Gross Avg	=	1.27	3.00							
4	578	243	124,173	19.70	8269	117	.94	3.53	6501 10	19.00	0.00	0.00	1.92	0.00	20.92
0	785	55	43,034	9.17	7172	32	2.20	2.68	1124 20	14.09	2.29	0.00	0.00	0.00	16.38
2	970	42	40,917	7.00	6820	33	1.79	3.03	1432 34	10.39	1.80	0.00	0.00	2.10	14.29
1	855	35	29,826	6.98	5965	12	.30	1.64	2320 66	6.29	.56	0.00	0.00	0.00	6.85
3	574 (921)*	53	30,481	10.63	6096	46	2.18	2.48	1715 32	3.63	0.00	0.00	0.00	0.00	3.63
Total		428				240									
4 Small Gross Avg	= 796 or 882.75*														
5 Gross Avg	= 752.40 or 821.80				Gross Avg	=	1.48	2.67							

* Assuming 3 Catholic sisters paid $6096 each.

APPENDIX A-3

Table 7. Leaders & Parents: How much schooling do young men need these days?*

		Some High School	High School Graduate		H.S. & Voc.		Some College		4 Years College		Graduate or Prof. School		Depends on what they want		Don't Know		Total	
			No.	%	No	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HIGH	Total Leaders	0	4	13.79	4	13.79	0		18	62.06	3	10.34	0	0	0	0	29	100
	Total Parents	0	4	3.96	6	5.94	10	9.9	67	66.33	5	4.95	8	7.92	1	.99	101	100
	Total HIGH	0	8	6.15	10	7.69	10	7.69	85	65.38	8	6.15	8	6.15	1	.76	130	100
LOW	Total Leaders	0	5	17.24	1	3.44	5	17.24	16	55.17	2	6.89	0	00	0	00	29	100
	Total Parents	0	13	14.44	2	2.22	13	14.44	46	51.11	7	7.77	7	7.77	2	2.22	90	100
	Total LOW	0	18	15.12	3	2.52	18	15.12	62	5.21	9	7.56	7	7.56	2	1.68	119	100
TOTALS	Total Leaders HIGH & LOW	0	9	15.51	5	8.62	5	8.62	34	58.62	5	8.62	0	00	0	00	58	100
	Total Parents HIGH & LOW	0	17	8.9	8	4.18	23	12.04	113	59.16	12	6.28	15	7.85	3	1.57	191	100
	Interviewees Total HIGH & LOW	0	26	10.44	13	5.22	28	11.24	147	59.03	17	6.82	15	6.02	3	1.2	249	100

* (Significant at 0.01 level)

APPENDIX A-4

Table 8. Leaders & Parents: How much schooling do most young women need these days?*

		Some High School	High School Graduat		H.S. & Voc.		Some College		4 Years College		Graduate or Prof. School		Depends on what they want		Don't Know		Totals	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HIGH	Total Leaders	0	3	10.34	8	27.58	8	27.58	8	27.58	2	6.89	0	0	0	0	29	100
	Total Parents	0	9	8.91	21	20.79	22	21.78	37	36.63	1	.99	11	10.89	0	0	101	100
	Total HIGH	0	12	9.23	29	22.3	30	23.07	45	34.61	3	2.3	11	8.46	0	0	130	100
LOW	Total Leaders	0	7	24.13	4	13.79	5	17.24	12	41.37	1	3.44	0	0	0	0	29	100
	Total Parents	0	29	32.22	12	13.33	15	16.66	26	28.88	2	2.22	5	5.55	1	1.11	90	100
	Total LOW	0	36	30.25	16	13.44	20	16.8	38	31.93	3	2.52	5	4.2	1	.84	119	100
TOTALS	Total Leaders HIGH & LOW	0	10	17.24	12	20.68	13	22.41	20	34.48	3	5.17	0	00	0	00	58	100
	Total Parents HIGH & LOW	0	38	19.89	33	17.27	37	19.37	63	32.98	3	1.57	16	8.37	1	.52	191	100
	Interviewees Total HIGH & LOW	0	48	19.27	45	18.07	50	20.08	83	33.33	6	2.4	16	6.42	1	4	249	100

* (Significant beyond 0.01 level.)

APPENDIX A-5

Table 9. College Education Attitude Scale: Score V (Total Score).*

	SCORES	LOWEST 0		UNDECIDED 1		HIGHEST 2		NO ANSWER		TOTAL	
		No.	%	No.	%	No.	%	No.	%	No.	%
HIGH	Going to College	1	.43	15	6.46	215	92.67	1	.43	232	53.08
	Not Going	61	62.24	24	24.48	11	11.22	2	2.04	98	22.42
	Undecided	11	10.28	56	52.33	38	35.51	2	1.86	107	24.48
	Total HIGH	73	16.70	95	21.73	264	60.41	5	1.14	437	100.0
LOW	Going to College	0	0	5	4.06	118	95.93	0	0	123	31.37
	Not Going	73	52.89	38	27.53	27	19.56	0	0	138	35.2
	Undecided	15	11.45	72	54.96	42	32.06	2	1.52	131	33.41
	Total LOW	88	22.44	115	29.33	187	47.70	2	.51	392	100.0
	Total HIGH and LOW	161	19.42	210	25.33	451	54.40	7	.84	829	100.0

*(Significant at .01 level) Higher scores = more favorable attitudes toward going to college.

APPENDIX A-6

Table 10. Fathers' Occupations, HIGH and LOW Communities.*

		STATUS GROUPS (SEE APPENDIX C)																	
		GROUP I		GROUP II		GROUP III		GROUP IV		GROUP V		GROUP VI		GROUP VII		NO ANSWER		TOTALS	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
HIGH Communities	Going To College	13	5.62	30	12.98	95	41.12	32	13.85	39	16.88	14	6.06	2	.86	6	2.59	231	52.86
	Not Going To College	0	00	0	00	18	18.94	8	8.42	34	37.78	26	27.36	2	2.10	7	7.36	95	21.73
	Undecided	0	00	3	2.70	23	20.72	20	18.01	35	31.53	21	18.91	4	3.60	5	4.50	111	25.40
	Total HIGH	13	2.97	33	7.56	136	31.12	60	13.72	108	24.71	61	13.95	8	1.83	18	4.11	437	100%
		46 = 10.52				304 = 69.56						69 = 15.78							
LOW Communities	Going To College	2	1.63	4	3.28	60	49.18	23	18.85	25	20.49	5	4.09	0	00	3	2.45	122	31.12
	Not Going to College	0	00	2	1.42	49	35.0	16	11.42	39	27.85	28	20.0	2	1.42	4	2.85	140	35.71
	Undecided	0	00	2	1.53	59	45.38	15	11.53	32	24.61	17	13.07	2	1.53	3	2.30	130	33.16
	Total LOW	2	.51	8	2.04	168	42.85	54	13.77	96	24.48	50	12.75	4	1.02	10	2.55	392	100%
		10 = 2.55				318 = 81.12						54 = 13.77							
	Total HIGH & LOW	15	1.80	41	4.94	304	36.67	114	13.75	204	24.6	111	13.38	12	1.44	28	3.37	829	100%

* Significant beyond 0.01.

APPENDIX A-7

Table 11. Students with Low Self-Esteem (Scores 7-10)*.

	SCHOOL	Going to College		Not Going to College		Undecided		Total	
		No.	%	No.	%	No.	%	No.	%
HIGH	Bronson	2	66.66	0	0	1	33.33	3	10.34
	Elmdale	0	00	0	0	0	00	0	00
	Everest	1	33.33	1	33.33	1	33.33	3	10.34
	Hiawatha	3	18.75	7	43.75	6	37.5	16	55.17
	Paxico	2	28.57	3	42.85	2	28.57	7	24.13
	Total HIGH Schools	8	27.58	11	37.93	10	34.48	29	70.73
LOW	Circleville	0	00	1	33.33	2	66.66	3	25.00
	Hollenberg	0	00	0	00	0	00	0	00
	Netawaka	0	00	1	100.0	0	00	1	8.33
	St. Benedict	1	100.00	0	00	0	00	1	8.33
	Yates Center	1	14.28	2	28.57	4	57.14	7	58.33
	Total LOW Schools	2	16.66	4	33.33	6	50.0	12	29.26
	TOTALS	10	24.39	15	36.58	16	39.02	41	100.0

(Significant at 0.01 level)

APPENDIX A-8

Table 12. Community Leaders and Parents: Scores on Anomia Scale.*

	Total Optimism Scores		Total Pessimism Scores		Total Anomia Scores	
	No.	%	No.	%	No.	%
COMMUNITY LEADERS						
HIGH Communities	28	96.55	1	3.44	29	50.0
LOW Communities	23	79.31	6	20.68	29	50.0
Total HIGH & LOW	51	87.93	7	12.06	58	100.0
PARENTS						
HIGH - Seniors Going to College	52	86.66	8	13.33	60	59.40
HIGH - Seniors not Going to College	27	65.85	14	34.14	41	40.59
Total - Parents HIGH communities	79	78.21	22	21.78	101	100.0
LOW - Seniors Going to College	20	80.0	5	20.0	25	27.77
LOW - Seniors not Going to College	34	52.30	31	47.69	65	72.22
Total - Parents LOW Communities	54	60.0	36	40.0	90	100.0
Total Parents of Seniors Going to College	72	84.70	13	15.29	85	44.50
Total Parents of Seniors Not Going	61	57.54	45	42.45	106	55.49
Total Parents HIGH & LOW	133	69.63	58	30.36	191	100.0
HIGH Total Leaders & Parents	107	82.30	23	17.69	130	52.20
LOW Total Leaders & Parents	77	64.70	42	35.29	119	47.79
Total HIGH & LOW Leaders & Parents	184	73.89	65	26.10	249	100.0

* All differences significant beyond 0.01 level.

APPENDIX B-1

A STUDY OF HIGH SCHOOL STUDENT
INTERESTS AND ATTITUDES

Conducted by

Kansas State University
Office of the Vice-president for Agriculture

Made possible by a grant from the United States Office of Health, Education & Welfare

Student Questionnaire - Part I

Name of School______________________________Community________________

This questionnaire is part of a study being carried out in ten selected high schools, to learn about the interests and attitudes of high school students in various kinds of high school situations. We think you will find the questions interesting to answer. Your answers, and those of all other students in this school, may eventually be helpful in improving schools in your community and throughout the state. So your efforts to be truthful are very important.

Try to go through the questionnaire quickly, without spending too much time on any single question. However, please answer all the questions in order, without skipping. Feel free to answer exactly the way you feel, for no one in this school will ever see the answers. When you are finished, hand the questionnaire to the research worker from Kansas State University, who will take them directly to the University for statistical tabulation.

Remember: this is an attitude questionnaire, and not a test. There are no right or wrong answers. We are interested in the way you, personally, feel about the subjects in the questionnaire, and no one will judge your ideas as good or bad, only as information to help us understand high school students better.

Most of the questions can be answered by circling a number (like this: . . . ⑥), or by short answers on a line. Specific instructions are given where needed. If you come to a problem, raise your hand, and the research worker who has given you the questionnaire will come to your desk and answer your questions.

Do the best you can, and be sure to answer all the questions.

You may start immediately.

PART I

1. Your Name________________________________
(please print)

2. Your sex (circle one number)

Male	1
Female	2

3. What is your class in high school? (circle number next to correct answer)

Freshman	1
Sophomore	2
Junior	3
Senior	4

4. Your place of residence? (circle one number)

On a farm	1
In the country, but not on a farm	2
In town	3

5. What is your approximate high school grade average, so far? (circle one number)

mostly all A's	1
mostly A's and B's	2
mostly all B's	3
mostly B's and C's	4
mostly all C's	5
mostly all C's and D's	6
mostly all D's	7

6. Do you think you would be able to do well in your studies, if you went to college after high school? (circle one number)

Yes, probably better than most students	1
Yes, as well as most others	2
I am not sure if I could or not	3
No, probably not as well as most others	4

7. Do you plan to go to college after high school? (circle one number)

yes	1
no	2
undecided	3

8. If you are not going to college, or are undecided, what do you plan to do after high school?

____

9. If you are not going to college, could you afford it if you wished to go? (circle one number)

Yes, could easily afford it	1
Could afford it, but it would mean some sacrifices.	2
No, could not afford it	3

10. Thinking about going to college is . . . (circle one number)

exciting	1
boring	2
unpleasant	3
frightening	4
useless	5

11. How do your parents feel about college? (circle one number)

My father wants me to go college more than my mother does	1
My mother wants me to go to college more than my father does	2
My parents do not want me to go to college	3
My parents and I agree that I should go to college	4
My parents and I have never talked about my going to college	5

12. List, in order of preference, the jobs of vocations you have thought most about following when you are out of school:

1. ______________________________

2. ______________________________

3. ______________________________

13. Do you think you will need more training for any of the three you named above? (circle one number)

yes, at least 4 years more	1
yes, at least 1 or 2 years	2
no	3

14. How do your parents feel about your vocational choice or ideas? (circle one number)

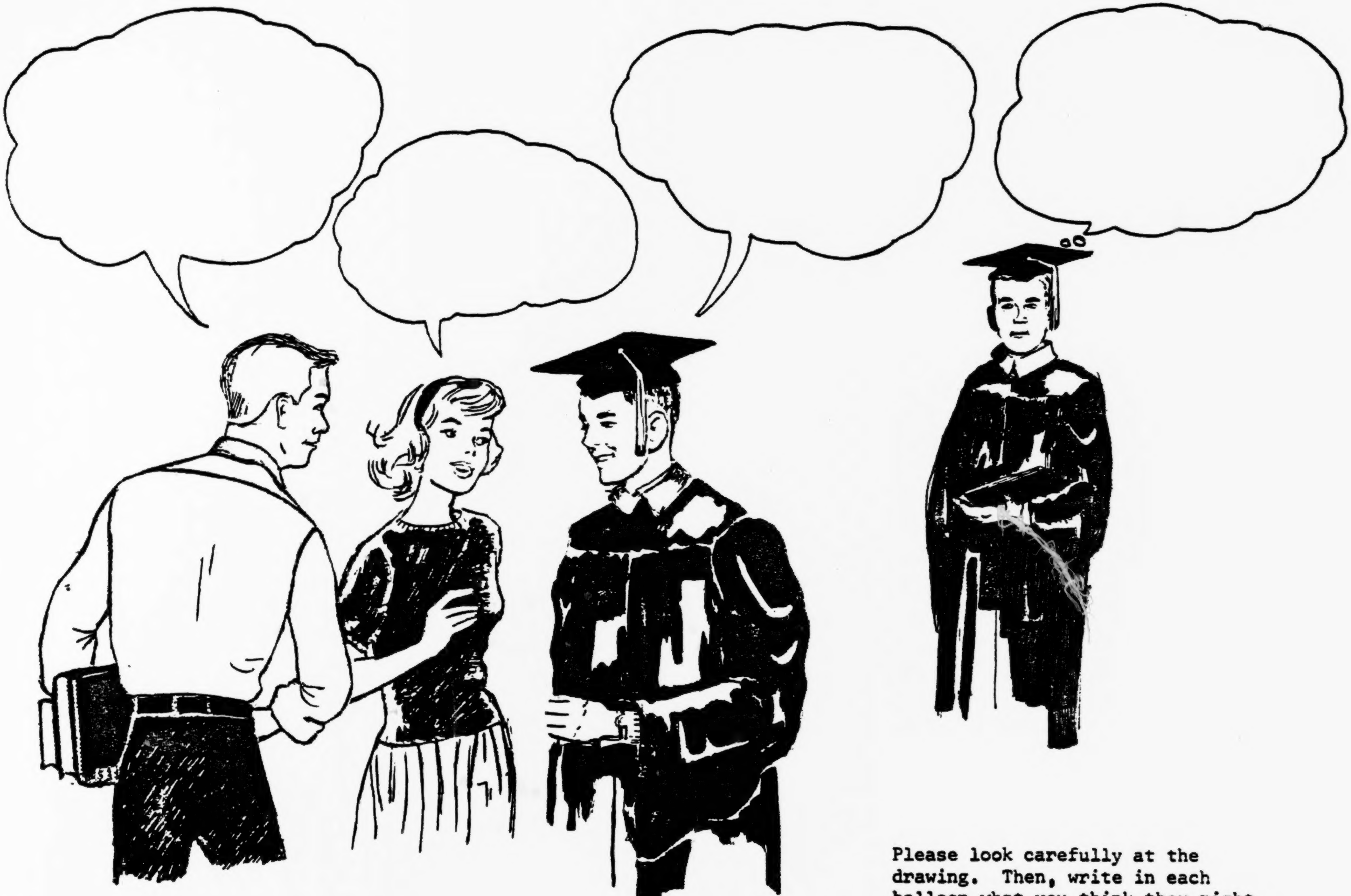
They do not agree with my vocational ideas, and want me to do something else.	1
They have never said much about my future vocation and do not care what I do.	2
They approve of my vocational choice, and want me to do what I want to do	3

15. How do you feel about your future vocation? (circle one number)

I have doubts that I will be as successful as most people seem to be	1
I expect that I will probably succeed at what I want to do	2

16. So far, how would you describe your high school life? (circle one number)

full of fun and excitement	1
interesting and hard work	2
fairly pleasant	3
fairly dull	4
unhappy	5



Please look carefully at the drawing. Then, write in each balloon what you think they might be saying or thinking.

17. How do you feel about school life and your course work? (circle one answer for Part A, and one answer for Part B)

Part A
(circle one)

I like my class work better than school activities 1
I like school activities better than my class work 2
I like both class work and activities about the same. 3
I do not enjoy either one 4

Part B
(circle one)

All courses I'm taking are good preparation for my future 1
Some of the courses I'm taking are good preparation for my future . . 2
Very few of the courses I'm taking are good preparation for my future . . 3

18. A. What is your favorite subject in school?________________________

Why do you like it best?________________________

____

____

B. What is your least favorite subject in school?________________________

Why do you dislike it?________________________

____

____

19. How do you feel about this high school, as far as its scholastic standards are concerned? (Circle one answer for Part A, and one for Part B.)

Part A
(Circle one)

The scholastic standards are higher than those of most schools in the area 1
The scholastic standards are equal to those of most schools in the area. . 2
The scholastic standards are below those of most schools in the area. . 3

Part B
(Circle one)

The course work prepares students very well for college. 1
The course work is probably not good enough to prepare a student for college. 2

20. If you are definitely planning on attending college, what are your main reasons?

1. ________________________

2. ________________________

3. ________________________

21. If you are NOT going to college, or are undecided, what are your main reasons?

1. ____________________

2. ____________________

3. ____________________

22. Which of the items in each category fit most of the teachers here at school? (Circle one number for Part A, one number for Part B, and one number for Part C.)

Part A	too strict	1
(circle one)	too easy with school work	2
	inspire you to want to learn	3
Part B	understand problems of teenagers	1
(circle one)	not interested in teenagers.	2
	play "favorites" with certain students	3
Part C	well-qualified in their subjects	1
(circle one)	not too well-qualified in their subjects	2

23. How important is it to you that most of your teachers think well of you? (circle one number)

very important	1
somewhat important	2
not at all important	3

24. How important is it to your parents that you do well in your studies at school? (circle one number for each parent)

How important to your father?

very important	1
somewhat important	2
not at all important	3

How important to your mother?

very important	1
somewhat important	2
not at all important	3

25. How important is it to your parents that you accomplish something in school activities? (circle one number for each parent)

How important to your father?

very important	1
somewhat important	2
not at all important	3

How important to your mother?

very important	1
somewhat important	2
not at all important	3

26. Are your parents living? (circle one number)

both living	1
only mother living	2
only father living	3
neither parent living	4

27. Do you live with . . . (circle one)

mother and father	1
mother and stepfather	2
father and stepmother	3
mother	4
father	5
grandparent (1 or more)	6
other (write in)________________	7

28. Are your parents divorced or separated? (Circle one)

yes	1
no	2

29. Does your mother have a job outside the home? (circle one)

yes, full-time	1
yes, part-time	2
no	3

30. Is your father (or stepfather) employed at the present time? (circle one)

yes	1
no	2
retired	3

31. What is your father's occupation? That is, what kind of work does he usually do? (or did he usually do, if he is retired or not living) Also, tell where he usually works. (Examples: "a clerk at Katz Drug Store," or "a mechanic at Bob's Garage," or "a dentist, his own office.")

____

____

32. If your father is a farmer, which type of farmer? (circle one number)

land-owner	1
land-renter	2
land-owner and renter	3
farm-hand [illegible] laborer	4

33. How does your father feel about his job? Does he consider it . . . .
(circle one number)

completely satisfactory 1
fairly satisfactory 2
good enough 3
not very good 4
very poor 5

34. How much formal education did your father (or stepfather) have? (circle the number next to the highest grade he completed)

no more than eight grades of schooling 1
1 to 3 years of high school (did not graduate) 2
high school graduate 3
high school graduate, plus business or trade school 4
1 to 2 years of college 5
graduate of a 4-year college 6
professional or graduate school 7

35. How much formal education did your mother (or stepmother) have? (circle the number next to the highest grade she completed)

no more than eight grades of schooling 1
1 to 3 years of high school (did not graduate) 2
high school graduate 3
high school graduate, plus business or trade school
or 1 year of college 4
graduate of nurses's training, or 2 years of college 5
graduate of a 4-year college 6
professional or graduate school 7

36. Does your father think the education he obtained is . . . (circle one number)

completely satisfactory 1
fairly satisfactory 2
good enough 3
not very good 4
very poor 5

37. Does your mother think the education she obtained is . . . (circle one number)

completely satisfactory 1
fairly satisfactory 2
good enough 3
not very good 4
very poor 5

38. How do you feel about your parents' education?

A. Do you feel your father's education is . . . (circle one)

completely satisfactory 1
fairly satisfactory 2
good enough 3
not very good 4
very poor 5

B. Do you feel your mother's education is . . . (circle one)

completely satisfactory 1
fairly satisfactory 2
good enough 3
not very good 4
very poor 5

39. In comparison to the financial income of the parents of other students in your school, how does your parents' income rate? (circle one number)

one of the highest incomes 1
higher than average income 2
just average 3
lower than average 4
one of the lowest incomes 5

40. Are your parents considered by most people in the community to be . . . . (circle one number)

very important people 1
rather important people 2
just average people 3
of less than average importance 4
not at all important 5

41. Do you agree or disagree with the following statements? (Circle one answer for each.)

1. I often wish my father (or mother, or guardian) had a better job. Yes No
2. I often wish my father was a more important man in the community than he is. Yes No
3. My parents are extremely interested in my plans for the future. Yes No

42. How do your family's friends feel about education? (circle one number)

They believe a high school education is enough for most young people 1
They believe a college education is necessary for most young people 2
They seldom discuss the subject with my family 3

43. Which one of the following best describes your own family? It may not be an exact description, but the closest one to your own. (circle one number)

My father usually makes most of the decisions for the family, including those that affect me 1
My mother usually makes most of the decisions for the family, including those that affect me 2
My family discusses with me the important matters that affect me, and we come to a decision satisfactory to all 3
I usually make my own decision whether or not my parents go along with what I decide 4

44. Does this decision-making situation (the one you selected in question 43) seem the most satisfactory way to you? (circle one number)

yes, always	1
yes, sometimes	2
no, very seldom	3

45. Does your family talk things over with each other very often? (Circle one number)

no, hardly ever	1
yes, sometimes	2
yes, often	3

46. Do you know someone who understands and encourages you, and with whom you can discuss your future plans? (circle one)

yes	1
no	2

If yes, who? (circle as many numbers as apply to you)

father	1
mother	2
brother or sister	3
grandparent	4
school friend	5
teacher	6
guidance counselor	7
school principal	8
minister or priest	9
other adult friend	10
other (specify)____________________	11

47. Which one, of those you selected above, is most important to you as a person you can confide in? Go back, and place a check (✓) beside this one person.

Note: Please continue to next page.

32. Do you agree or disagree with the following statements? Circle the number under the term that best describes how you, personally, feel about each statement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	A college degree is a necessity for my future.	1	2	3	4	5
2.	All this talk about getting a college education is for other people, not me.	1	2	3	4	5
3.	A college education is important for a girl to have.	1	2	3	4	5
4.	I have seldom thought about going to college.	1	2	3	4	5
5.	The kind of life I want depends on my getting a college education.	1	2	3	4	5
6.	A college degree is a luxury I cannot afford.	1	2	3	4	5
7.	I have always taken for granted that I would eventually go to college.	1	2	3	4	5
8.	Very few people I know expect me to go to college.	1	2	3	4	5
9.	I can do the work I enjoy without a college degree.	1	2	3	4	5
10.	I am afraid I would fail if I went to college.	1	2	3	4	5
11.	If I could choose between buying a new car and going to college, I would choose the car.	1	2	3	4	5
12.	Some day I will expect my children to go to college.	1	2	3	4	5

A STUDY OF HIGH SCHOOL STUDENT INTERESTS AND ATTITUDES

Conducted by

Kansas State University
Office of the Vice-president for Agriculture

made possible by a grant from the
United States Office of Health, Education & Welfare

Student Questionnaire -- Part II

Name of School ______________________________ Community ________________

This is the second part of the questionnaire, similar to the one you answered before, about the interests and attitudes of high school students.

The instructions for answering the questions are very much the same as those in Part I. Most of the questions can be answered by circling a number (like this:...⑥), or by writing short answeres on a line. Sometimes you will be asked to agree or disagree with a set of statements. And sometimes you will be asked to rank a set of items in order of importance. Be sure to read instructions carefully. If you come to a problem, raise your hand, and the research worker will help you.

Try to go through the questionnaire quickly, without spending too much time on any single question. Please answer all the questions in order, without skipping. Feel free to answer exactly the way you feel, for no one in this school will ever see the answers. Your finished questionnaire will be taken directly to Kansas State University for statistical tabulation.

Remember: this is an attitude questionnaire, and not a test. There are no right or wrong answers. We are interested in the way you, personally, feel about things, and no one will judge your ideas as good or bad, only as information to help us understand high school students better-- and perhaps to help improve schools in rural areas of Kansas. Your efforts to be truthful are very important.

Do the best you can, and be sure to answer all the questions.

You may start immediately.

PART II

1. Your name ______________________________
(please print)

2. Your sex (circle one number)
Male 1
Female. 2

3. What is your class in high school? (circle one number)

Freshman	1
Sophomore	2
Junior	3
Senior	4

4. SENIORS ONLY: Please give the names and address of your parents or guardian.

PARENT'S NAME (or guardian) ______________________________

PARENT'S ADDRESS ______________________________

PHONE NUMBER ____________________

5. Thinking realistically, do you think you will eventually leave or stay in your home town when you are out of school? (circle one answer)

leave	1
stay.	2
leave for a while, but return to live	3
don't know	4

Why? ______________________________

6. Complete the following sentences:

a. More than anything else, I'd like to . . ______________________________

____

b. The best thing that could happen to me this year at school would be . .

____

c. The most important goals in my life are . . . ______________________________

____

____

____

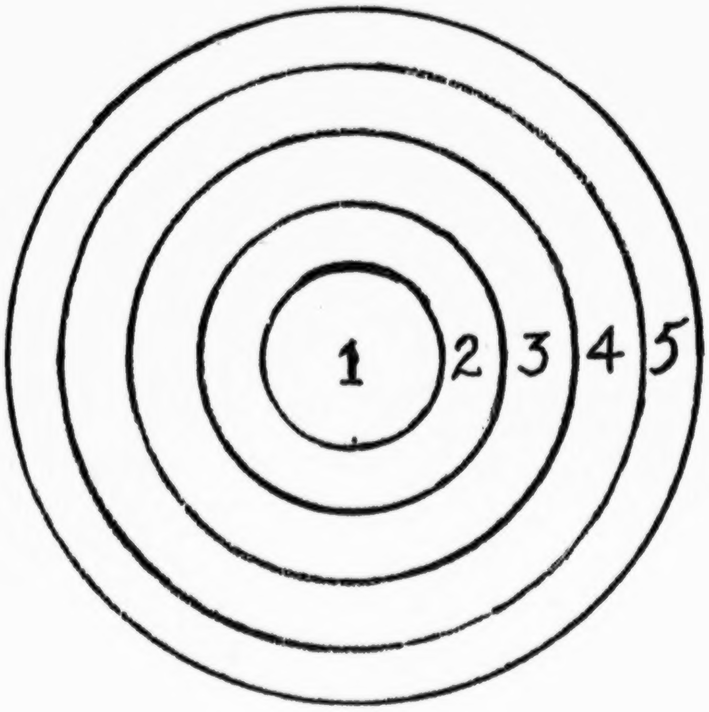
d. I worry most about . . . ______________________________

____

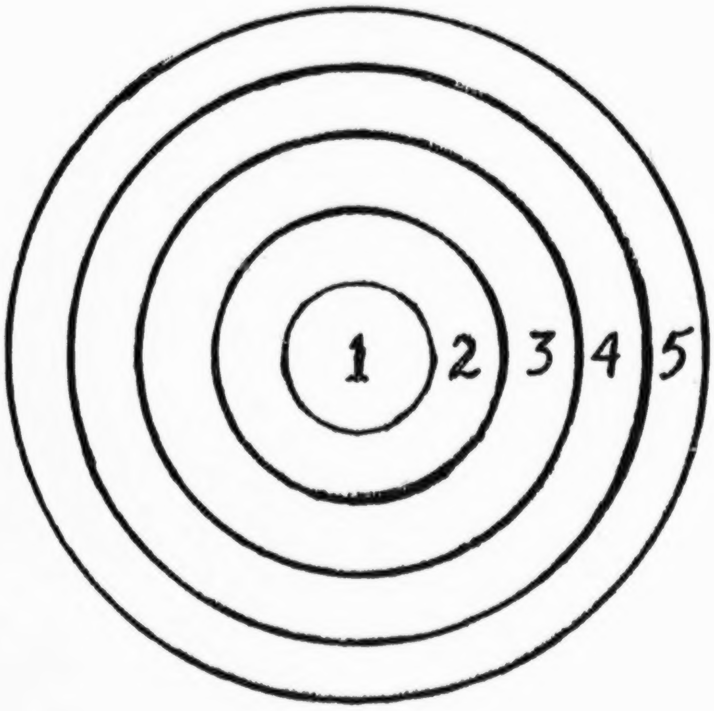
7. How do you feel about yourself as a person? Read each of the following statements very carefully. As you read each statement, decide whether you agree or disagree with it. Then circle the number under the term that best describes how you honestly feel.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I take a positive attitude toward myself.	1	2	3	4
2. All in all, I am inclined to feel that I am a failure.	1	2	3	4
3. I wish I could have more respect for myself.	1	2	3	4
4. I feel that I am a person of worth, at least on an equal plane with others.	1	2	3	4
5. I certainly feel useless at times.	1	2	3	4
6. I feel I do not have much to be proud of.	1	2	3	4
7. I am able to do things as well as most other people	1	2	3	4
8. I feel that I have a number of good qualities.	1	2	3	4
9. At times I think I am no good at all	1	2	3	4
10. On the whole, I am satisfied with myself.	1	2	3	4

8. Suppose the circle below represented the activities that go on here at your school. How far out from the center of things are you? (Place a check ✓ where you think you are.)



9. Now, in the circle below, place a check where you would like to be.



10. Think of all the clubs, teams, committees, and other activities you may belong to, at the present time, both at school and in your community.

First, list them below, in the chart. Second, for each activity, check the box that shows how often you attend. Last, give the number of offices you now hold in each organization. (see example)

	NAME OF ACTIVITY OR ORGANIZATION	HOW OFTEN DO YOU ATTEND MEETINGS? (Check one for each activity)				NUMBER OF OFFICES HELD IN EACH NOW
		More than once a week	Once a week	Once a month	Less than monthly	
	(Example) Drama Club		X			1
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

11. To which activity group (of the ones you just named) do you feel you really "belong" -- that is, the one (or ones) you would miss the most if you changed schools, and which would most feel the loss of your membership?

____

____

12. When you have some leisure time, with whom do you go out most often? (Circle the number next to the one that says with whom you go most often.)

by myself	1
with a date	2
with other boys (if you are a boy)	3
with other girls (if you are a girl)	4
with a group of boys and girls	5
with members of my family	6

13. Who are your best friends here in school, the ones you go around with most? (give both first and last names)

________________ ________________

________________ ________________

____

14. How much school will most of your friends complete? ________________

15. Does your family agree with you in your choice of friends? (circle one)

almost always	1
sometimes	2
hardly ever	3

16. How many close friends do you have that your parents do not approve of, or are indifferent about?

____

17. What do you think most people in your age group think of you? (circle one number)

think very poorly of me	1
think fairly poorly of me	2
think fairly well of me	3
think very well of me	4

18. If a girl or boy came here to school and wanted to get in with the leading crowd, what students should he or she get to be friends with?

Boys	Girls
________________	________________
________________	________________
________________	________________
________________	________________

19. Would you say that you are a part of the leading crowd? (circle one)

yes 1
no 2

20. If "no" would you like to be part of the leading crowd? (circle one)

yes 1
no 2
don't care. 3

21. Among the items below, which one is the most important in giving a boy prestige in your school, making other students look up to him? Write a 1 beside it. Then write a 2 beside the item next in importance. Now, rank the rest of the items, from 3 to 8, in order of their importance in giving a boy prestige.

______coming from the right family

______being a leader in activities

______being an athletic star

______having a nice car

______receiving high grades, on honor roll

______being good-looking, a snappy dresser

______having high standards and morals

______being in the leading crowd

22. Among the items below, which one is the most important in giving a girl prestige in your school, making other students look up to her? Write a 1 beside it. Then write a 2 beside the item next in importance. Now, rank the rest of the items, from 3 to 7, in order of their importance in giving a girl prestige.

______coming from the right family

______being a leader in activities

______being cheerleader

______being good-looking, dressing nicely

______receiving high grades, on honor roll

______having high standards and morals

______being in the leading crowd

23. What newspapers carry news of your school? Be sure to list all of them you know about, including your school paper.

____

____

____

24. How do you honestly think most people in your town feel about the following things?

Read each item carefully, then write beside it a plus (+), minus (-) or (0) to show how you think most people feel.

Write + if: Most people in your town strongly support it (or them).

Write - if: Most people in your town do not like or approve of it (or them).

Write 0 if: Most people do not care one way or another about it (or them).

Be sure to rate each item +, -, or 0.

_____The high school's scholastic standing.

_____The high school's football or basketball team.

_____The high school class plays or debate team.

_____The high school science courses.

_____The high school's English and language courses.

_____The high school's vocational training courses.

_____Students who drop out of high school.

_____Students who make good grades in high school.

_____Students who play on the high school athletic teams.

_____High school graduates who want a job.

_____High school graduates who want to go to college.

_____High school graduates who need financial help to get more education.

_____The high school teachers and principal.

_____The high school superintendent.

_____The local school board.

25. What do you think is meant by "becoming a success"?

____

____

26. Do you feel there is any kind of pressure on young people in your town to "succeed"? (circle one number)

yes	1
no	2
don't know	3

27. Please name the 3 adults you think are the most influential people in your community, even if you don't know them personally:

1. ______________________ ______________________
(name) (occupation)

2. ______________________ ______________________
(name) (occupation)

3. ______________________ ______________________
(name) (occupation)

28. Do you ever feel it is a handicap to go to school in a small rural community like yours? (circle one number)

yes, definitely	1
yes, sometimes.	2
definitely not	3
undecided	4

29. Why? or why not? ______________________________

____

____

30. If you could make any changes in your school, what would they be?

____

____

____

31. When you think about all you have accomplished so far, and look forward to what you would like to do, how do you honestly feel? (circle one)

very optimistic (confident).	1
somewhat optimistic (a few doubts)	2
somewhat pessimistic (not too confident)	3
very pessimistic (worried and anxious)	4

APPENDIX B-2

A STUDY OF HIGH SCHOOL STUDENT INTERESTS AND ATTITUDES

Conducted by

Kansas State University
Office of the Vice President for Agriculture

Made possible by a grant from the U. S. Office of Health, Education & Welfare

Teachers' Questionnaire

Name of School____________________________________Community____________________

This questionnaire is part of a study being carried out in ten selected communities in Kansas, to learn about interests and attitudes of high school students and the people who are closest to them. We are especially interested in the values placed on education in this community. We think you will find the questions interesting to answer.

Feel free to answer exactly the way you feel, for we do not need to know your name, and no one in this school will ever see your answers. When you are finished, seal your questionnaire in the attached envelope and hand it to the research worker from Kansas State University, who will take all of them directly to the University for statistical tabulation.

Specific instructions are given where needed. Most of the questions can be answered by circling a number (like this: . . . ⑥), or by writing short answers on a line. If you would like to elaborate on any question, please do so, just be sure to answer all the questions.

Thank you very much for your cooperation.

1. How would you describe the attitude of most of the students toward most of the teachers in this school? (Circle the number to the right of the one answer you feel comes closest to their attitude.)

They feel close to the teachers, will confide in them, and feel the teachers understand them	1
They feel the teachers are trying to help them, but don't really understand their problems	2
They feel that the teachers are fairly indifferent to their problems	3
They are distrustful of most teachers and suspicious of the teachers' intentions	4

2. Do some students seem to want to participate in school activities more than others? (Circle one number)

yes	1
no	2
don't know	3

Why do you think they do or do not?______________________________

____

3. Do you think all students should be encouraged to participate in school activities? (Circle one number)

yes	1
no	2
don't know	3

Why or why not?____

____

4. How do you feel this school ranks, scholastically, compared to other schools in the area? (Circle one for Part A, and one number for Part B.)

Part A (Circle one)	The scholastic standards are higher than those of most schools in the area	1
	The scholastic standards are equal to those of most schools in the area	2
	The scholastic standards are below those of most schools in the area	3
Part B (Circle one)	The course work prepares students very well for college	1
	The course work is probably not good enough to prepare a student for college	2

5. Among the items below, which are most important in giving a boy prestige, or making other students look up to him here at school? (Rank 1 to 8, with 1 the most important)

_____ coming from the right family
_____ being a leader in activities
_____ being an athletic star
_____ having a nice car
_____ receiving high grades, on honor roll
_____ being good-looking, a neat dresser
_____ having high standards and morals
_____ being in the leading crowd

6. Among the items below, which are most important in giving a girl prestige, or making other students look up to her here at school? (Rank 1 to 7)

_____ coming from the right family
_____ being a leader in activities
_____ being cheerleader
_____ being good-looking, dressing nicely
_____ receiving high grades, on honor roll
_____ having high standards and morals
_____ being in the leading crows

7. What kind of boy or girl do you think should be encouraged to go to college?

____

____

8. What kind of boy or girl should not be encouraged to go to college?

____

____

9. In your opinion, if there are students in this high school who could benefit by advanced training, but who probably will NOT go on to college, what are the main reasons they will not?

____

____

10. In view of the reasons you just gave, what might be some of the ways to help capable students go to college?

____

____

11. How do you think most people in town feel about this school? (Circle one for Part A, one for Part B, and one for Part C.)

Part A (circle one)	Proud of its athletic teams.	1
	Not interested in its athletic teams	2
	Ashamed of its athletic teams	3
Part B (circle one)	Proud of its scholastic standing	1
	Indifferent to its scholastic standing	2
	Ashamed of its scholastic standing	3
Part C (circle one)	Highly interested in improving the school	1
	Indifferent to improving the school	2
	Against making any changes in the school	3

12. How well do you think people in your community cooperate and work together on projects of local interest? (circle one number)

work together very well	1
work together fairly well	2
usually do not work together	3
never work together	4

13. How do you think most parents you know feel about their children going on to college?

____

Why do you think they feel this way?

____

14. Do you belong to any community organizations, such as clubs, lodges, sport or church groups? (circle one number)

yes	1
no	2

If "yes," what are they?____

____

15. How close do you feel to the community in which you teach? (circle one number)

I feel that I belong here and this is my home	1
I feel quite close to this community, but do not consider it to be my home	2
I do not feel very close to this community	3
I feel like a complete stranger in this community	4

16. Think of the people who are the most influential in community affairs in your town. Who are the persons who can cause things to happen or can keep things from happening in this community? Name at least three.

1. ______________________________
2. ______________________________
3. ______________________________

17. Do you ever feel there is any pressure on young people in this community to "succeed"? (Circle one number)

Yes 1
No 2
Don't know 3

What do you think most people in town mean by "being a success"?

____

____

18. Do you ever feel it is a handicap for students to go to school in a small rural community like yours? (circle one number)

yes, definitely 1
yes, sometimes 2
definitely not 3
undecided 4

Why? or why not?______________________________

____

____

19. If you could make any changes in your school, what would they be?

____

____

20. What things (or kinds of things) that students do in your school are rewarded most highly, or recognized widely in the community?

____

____

How are these accomplishments rewarded or recognized (if at all)?

____

21. Do you think students should have more or less recognition in the community for the things they do? (circle one number)

Students should have more recognition	1
Students should have less recognition	2
Don't know	3

22. Which newspaper do you read most often and most thoroughly?

____

23. Does this newspaper carry any local news of your community? (circle one)

quite a lot of local news	1
some local news	2
none	3

24. Does it carry any news about this school? (circle one)

quite a lot of school news	1
some school news	2
no school news	3

If so, what kind of school news gets the most attention?

____

25. What is the highest college degree you hold? If you hold a degree not listed, circle the one that is most nearly equivalent to the one you hold. (Do not report honorary degrees.)

no degree	1
a degree based on less than four years' work.	2
bachelor's degree	3
master's degree	4
doctor's degree	5

26. What is your age group? (circle one number)

under 21 years	1
21-25 years	2
26-30 years	3
31-40 years	4
41-55 years	5
56 or over	6

27. If you had it to do over again, would you . . (circle one number)

rather teach at this high school	1
rather teach at another high school	2
don't know	3

28. If you had it to do over again, would you enter teaching? (circle one)

definitely yes	1
probably yes	2
probably no	3
definitely no	4

29. When you think about all you have accomplished so far, and look forward to what you would like to do, how do you honestly feel? (Circle one number)

very optimistic (confident)	1
somewhat optimistic (a few doubts)	2
somewhat pessimistic (not too confident)	3
very pessimistic (worried and anxious)	4

APPENDIX B-3

EDUCATIONAL VALUES IN RURAL COMMUNITIES

Interview Schedule for Parents of High School Seniors

DATE OF INTERVIEW ____________ COMMUNITY ______________________

SCHEDULE NUMBER ________________

INTERVIEWER ____________________

(Fill out before interview:)

Name of parent ____________________________

Father	1
Mother	2

Address ____________________________

Occupation ____________________________

Name of student ____________________________

Boy	1
Girl	2

Plans after graduation:

College	1
Voc. school	2
Armed forces	3
Farming	4
Job	5
Marriage	6
Undecided	7
Other (specify ________________________)	8

---

1. What do you think most people around here mean by "being a success"?

QUOTE:

(Interviewer circle all numbers that apply to general theme of answer)

having money	1
having good job	2
being happily married	3
being respected in community	4
being outstanding in some field of work	5
having satisfying work	6
other (record)	7

2. Do you ever feel there is any pressure on young people in this community to "succeed"?

QUOTE:

(Interviewer circle one number)

yes, quite a lot	1
Yes, some	2
no, hardly any	3
don't know	4

3. How many children are there in your family? ____________ (number)

How many pre-school? __________ How many elementary school?__________

How many high school? __________ How many 18 and older? ____________

4. Most people like to see children have a good life. Could you tell me what comes to mind when you think of a good life for your children (or child)?

QUOTE:

... Anything else?

(Interviewer circle all that apply)

making good money	0
having a steady job (security).	1
satisfying work	2
happy marriage & home life	3
respect in community	4
good education	5
good health	6
enjoyment of life	7
all the things I missed	8
other (record).	9

5. About how much schooling do you think most young men need these days to get along well in the world?

QUOTE:

(Interviewer circle one number)

some high school	1
High school graduate	2
high school plus vocational training.	3
some college (1 or 2 years)	4
4 years college	5
graduate or professional training	6
depends on what they want to do	7
don't know	8

6. How about girls? How much schooling do you think they need these days to get along well in the world?

QUOTE:

(Interviewer circle one number)

some high school	1
high school graduate	2
high school plus vocational training.	3
some college (1 or 2 years)	4
4 years college	5
graduate or professional training	6
depends on what they want to do	7
don't know	8

7. How do you feel about your own education? If you had it to do over, how much schooling would you get?

QUOTE:

(Interviewer circle one number)

no more than I got	1
finish high school	2
vocational training	3
some college	4
finish college	5
professional or graduate school	6

8. What did you hope to become when you left school or started work?

____

9. What is the highest grade of schooling you completed?

QUOTE:

(Interviewer circle one number)

less than grade school	1
8th grade	2
1 to 3 years high school	3
high school graduate	4
high school, plus vocational school or nurses' training	5
1 to 2 years college	6
4 years of college.	7
professional or graduate school	8

10. What did you like best about school when you were a teenager? (IF went to high school) (hand FORM A for interviewee to circle number, give instructions: "Just circle one number next to the answer you want to give.")

courses in school	1
athletics	2
clubs and activities.	3
parties, social events	4
friends you went around with . . .	5
other (specify)__________________	6
don't remember	7

11. What did you want most to see your child get from high school?

QUOTE: (Interviewer circle all that apply)

good background for college	1
education for job	2
friends & getting along with others .	3
athletic experience	4
preparation for life	5
other (record)	6

12. How do you feel about a college education for your children?

QUOTE: (Interviewer circle one number)

necessary	1
unnecessary (other plans)	2
nice, but too expensive	3
children not capable	4
don't know	5
other (record).	6

13. Which newspapers to you read that carry news of your community?

____

Do any of these carry news about the schools?

QUOTE: (Interviewer circle one number)

yes, quite a lot	1
yes, some.	2
very little	3
none	4

14. Does any kind of school news get too much attention?

yes 1
no 2
don't know. . 3

Which kind? ______________________________

Any others? ______________________________

Does any kind of school news get too little attention?

yes 1
no 2
don't know. . 3

Which kind? ______________________________

Any others? ______________________________

*(Interviewer - "Pre-warn" for next set of questions, 15-18)

15. How do teenagers get favorable attention in this community?

____

In your opinion, what's the one thing that gets them the most favorable attention?

____

16. What's the one thing that gets them the most unfavorable attention?

____

17. A. What do students do in this town to get along well with the teachers?

____

B. What do they do to get along well with other teenagers?

____

C. What do they do to get along well with their parents?

____

D. What do they do to get along well with adults in the community?

____

18. A. What do teenagers do to be penalized (or disapproved of) by teachers?

____

B. What do they do that other teenagers don't like?

____

C. What do they do to be punished or disapproved of by their parents?

____

D. What do they do that other adults in the community don't approve of?

____

19. What do you think are (or were--if closed) the most outstanding things about (name) high school?

____

____

20. Do you ever feel it is a handicap for young people to go to school in a small rural community like yours?

QUOTE:

(Interviewer circle one number)

yes, definitely	1
yes, sometimes	2
definitely not	3
don't know	4

Why, or why not? (QUOTE):

21. If you could make any changes in (name) high school, what would they be?

Quote:

(Interviewer circle all that apply)

some teachers	1
principal	2
add college prep courses	3
add vocational courses	4
buildings and facilities	5
add extracurricular activities	6
other (record)	7
don't want to make changes	8
don't know	9

22. A. Do you know the members of (name) school board? If yes, how many?

QUOTE:

(Interviewer circle one)

none	1
1 or 2.	2
3 or 4.	3
all members	4

B. Are they leaders in your community?

QUOTE:

(interviewer circle one)

yes, most of them.	1
yes, some of them	2
no, none of them	3
don't know	4

23. What kind of subjects do you think a school board should discuss? (Hand FORM B for interviewee to circle numbers, give instructions: "Just circle any of the numbers next to the answers you want to give...")

teachers and salaries	1
duties of principal	2
building and facility needs	3
school curriculum (subjects)	4
school activities	5
rules for school discipline	6
other (specify) ____________________	7

____

24. What actions should the school board take, in your opinion?

QUOTE:

25. Do you belong to any organizations in your community? (church, clubs, lodge, service, social, other)

yes........1
no.........2

(IF YES, Interviewer fill out form, asking questions for each part, -- see instructions for Chapin's Social Participation Scale.)

SOCIAL PARTICIPATION SCALE

Name of Organization (present membership)	Member (count 1)	Attendance (count 2)	Financial Contrib. (count 3)	Committee Member NOW (count 4)	Offices NOW Held (count 5)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTALS					

(Compute score after interview) FINAL SCORE __________

26. What magazines do members of your family usually read, or subscribe to?

QUOTE: (Interviewer list names of magazines, mark S for subscribe)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

27. What are your family's favorite television programs? (if have no television, mark "No TV")

1.
4.

2.
5.

3.
6.

28. How often, in a year, do you travel more than 50 miles from your home?

QUOTE: (extra comments) _____times a year

more than 100 miles? _____times a year

more than 500 miles? ______times a year

29. If you could start life over, what would you do differently?

QUOTE: (Interviewer circle all that apply)

nothing 1
get more education 2
study harder in school 3
learn a trade 4
save money 5
postpone marriage 6
other (record) 7

30. Here are five statements about life that you may agree or disagree with. How do you feel about this statement? Do you agree or disagree? (or undecided?) (INTERVIEWER CIRCLE ONE)

		Agree	Undecided	Disagree
A.	These days a person doesn't really know whom he can count on.	3	2	1
	How do you feel about this next statement? (repeat instructions)			
B.	There is little use in writing or discussing things with public officials because they are not really interested in the problems of the average man.	3	2	1
C.	In spite of what some people say, the lot of the average man is getting worse, not better.	3	2	1
D.	Nowadays a person has to live for today and let tomorrow take care of itself.	3	2	1
E.	It's hardly fair to bring children into the world with the way things look for the future.	3	2	1

(Compute after interview.) FINAL SCORE_______

FOR INTERVIEWER ONLY:

Manner of person interviewed (circle all numbers which apply)

seemed reticent on some questions	1
(SPECIFY THESE BY MARKING "X").......	
seemed hostile, suspicious....................	2
seemed unwilling to talk much on anything.......	3
seemed mildly interested......................	4
seemed most interested and agreeable..........	5

COMMENTS: (Specify other attitudes; emotional reactions to any questions; refusals or talkativeness, etc., etc.)

Books in Home?

Air-conditoner?

Estimate of approximate income-level? (High, medium, low)

APPENDIX B-4

EDUCATIONAL VALUES IN RURAL COMMUNITIES

Interview Schedule for "Community Leaders"

COMMUNITY ____________________

DATE OF INTERVIEW ____________ SCHEDULE NUMBER ____________________

INTERVIEWER ____________________

(Fill out before interview)

Name of interviewee ____________________

Address ____________________

Occupation ____________________

---

1. What do you think most people around here mean by "being a success"?

QUOTE: (Interviewer circle all that apply)

having money	1
having good job	2
being happily married	3
being respected in community	4
being outstanding in some field of work	5
doing satisfying work	6
other (record)	7

2. Do you ever feel there is any pressure on young people in this community to "succeed"?

QUOTE: (Interviewer circle one number)

yes, quite a lot	1
yes, some	2
no, hardly any	3
don't know	4
other (record)	5

3. How long have you lived in this community? ____________________

4. How do you honestly feel about (name of community) as a place to live?

QUOTE: (Interviewer circle one number)

very well satisfied, a good place to live	1
fairly well satisfied	2
somewhat dissatisfied	3
very dissatisfied	4
don't know	5

5. Do you have children?

yes	1
no	2

(If YES) How many?______ How many pre-school?_____ How many elementary
(number)
school?____ How many high school?____ How many 18 and older?________

(6. If interviewee has children; if no children, go on to number 7.)

Most people like to see children have a good life. Could you tell me what comes to mind when you think of a good life for your children (or child)?

QUOTE:

(Interviewer circle all that apply)

making good money	0
having a steady job (security)	1
having satisfying work	2
happy marriage & home life	3
respect in community	4
good education	5
good health	6
enjoyment of life (a good time)	7
all the things I missed	8
other (record)	9

7. About how much schooling do you think most young men need these days to get along well in the world?

QUOTE:

(Interviewer circle one number)

some high school	1
high school graduate	2
high school plus vocational training	3
some college (1 or 2 yrs)	4
4 years college	5
graduate or professional training	6
don't know	7

8. How about girls? How much schooling do you think they need these days to get along well in the world?

QUOTE:

(Interviewer circle one number)

some high school	1
high school graduate	2
high school plus vocational training	3
some college (1 or 2 years)	4
4 years college	5
graduate or professional training	6
don't know	7

9. How do you feel about your own education? If you had it to do over, how much schooling would you get?

QUOTE: (Interviewer circle one number)

No more than I got	1
Finish high school	2
Vocational training	3
Get some college	4
Finish college	5
Professional or grad school	6

10. What did you hope to become when you left school or started work?

____

11. What is the highest grade of schooling you completed?

QUOTE: (Interviewer circle one number)

Less than grade school	1
8th grade	2
1 to 3 years high school	3
high school graduate	4
high school, plus vocational school or nutses' training	5
1 to 3 years college	6
4 years of college	7
professional or grad school	8

12. At some time or another in your job, have you ever thought about how a college education would help (or helps) you?

QUOTE: (Interviewer circle one number)

Yes, often	1
Yes, occasionally	2
No, very seldom	3
Don't know	4
Other (record)	5

13. Did any high school students you know about do well on national, state or college scholarship exams, or make the honor roll this spring?

QUOTE: (Interviewer circle one number)

Interviewee knows a great deal, details, etc.	1
Interviewee knows some general information	2
Interviewee seems to know little about this	3

If YES,
Who are they?

14. How did your high school football or basketball teams do this year?

QUOTE: (Interviewer circle one number)

Interviewee knows a great deal, details, etc.	1
Interviewee knows some general information	2
Interviewee seems to know little about this	3

Who were some of the outstanding players this past year?

15. A. Do (Did) any of your local teachers have masters' degrees?

(Interviewer circle one number)

QUOTE:

yes	1
no	2
don't know	3

If YES, who are they?

B. Have any of your local teachers taken extra professional work as attend summer school, short courses, workshops, regular college work, attend professional meetings, etc?

QUOTE:

yes	1
no	2
don't know	3

If YES, who? and what kind of training?

16. Are there any students you know now in high school who want to go on to college?

QUOTE: (Interviewer circle one number)

Yes, quite a few	1
Yes, one or two	2
No, don't know any	3

17. If YES, A. Do any of these students need financial help to get more education?

QUOTE:

Yes, all of them	1
Yes, some of them	2
No, none of them	3
Don't know	4

B. If yes, who are they?______________________________________

____

Schedule Number________

(Interviewer - "Pre-warn" about next set, 18 - 21.)

18. How do teenagers get favorable attention in this community?

____

In your opinion, what's the one thing that gets them the most favorable attention?

____

19. What's the one thing that gets them the most unfavorable attention?

____

20. A. What do students do in this community to get along well with the teachers?

____

B. What do they do to get along well with other teenagers?

____

C. What do they do to get along with their parents and other adults in the community?

____

21. A. What do teenagers do to be penalized (or disapproved of) by teachers?

____

B. What do they do that other teenagers don't like?

____

C. What do they do that their parents or other adults in town don't approve of?

____

22. What do you think are (or were--if closed) the most outstanding things about your local high school?

23. Do you ever feel it is a handicap for young people to go to school in a community like yours?

QUOTE:

(Interviewer circle one number)

yes, definitely	1
yes, sometimes	2
definitely not	3
don't know	4

Why, or why not? (QUOTE):

24. Do you know approximately how much tax revenue is allocated to your local schools?

(Interviewer circle one)

yes 1
no 2
don't know. 3

Do you think the school taxes are too high, too low, or just the right amount?

QUOTE:

too high 1
too low 2
just right 3
don't know 4

25. Do you ever feel that you can do something to bring about changes in your community?

QUOTE:

yes, often 1
yes, sometimes 2
no, seldom 3

(26. If YES) How would you go about introducing new ideas for changes in the community? What is the first thing you might do?

QUOTE:

27. A. Do you know the members of your local school board? If yes, how many?

QUOTE:

(Interviewer circle one)

none 1
1 or 2 2
3 or 4 3
all members 4

B. Are they leaders in your community?

QUOTE;

(Interviewer circle one)

yes, most of them 1
yes, some of them 2
no, none of them 3
don't know. 4

28. What kind of subjects do you think a school board should discuss? (Hand CARD A to Interviewee, give instructions: "Which of these subjects do you think they should discuss?" Interviewer circle appropriate number below.)

teachers and salaries 1
duties of principal 2
building & facility needs 3
school curriculum (subjects). 4
school activities 5
rules for school discipline 6
other (specify)__________________________ 7

29. What actions should the school board take, in your opinion?

30. Do you belong to any organizations in your community? (church, clubs, lodge, service, social, other)

yes 1
no. 2

(If YES, Interviewer fill out form, asking questions for each part. See Instructions.)

SOCIAL PARTICIPATION SCALE

Name of Organization (present membership)	Member (count 1)	Attendance (count 2)	Financial Contrib. (count 3)	Committee Member NOW (count 4)	Offices NOW Held (count 5)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTALS =					

(Interviewer Score after interview) FINAL SCORE_______________

31. We're not interested in your exact age, but would like to know which of the following age groups you belong to: (Hand Card B)

QUOTE:

Under 30 years 1
30 to 40 years 2
41 to 50 years 3
51 to 60 years 4
61 to 70 years 5
Over 70 years. 6

32. How often, in a year, do you travel more than 50 miles from your home?

QUOTE: (extra comments) ______times a year

More than 100 miles?______times a year

More than 500 miles?______times a year

33. What are your favorite leisure-time activities?

How often do you have a chance to pursue these activities?

QUOTE: (interviewer circle one)

more than once a week 1
once a week 2
once every 2 or 3 weeks 3
once a month. 4
less than monthly 5

34. Which one of the following income-groups do you belong to? That is, your approximate yearly income? (Hand Card C)

(interviewer circle one)

QUOTE:

$2,999 or less 1
$3,000 to $4,999 2
$5,000 to $6,999 3
$7,000 to $8,999 4
$9,000 to $15,999 5
$16,000 to $24,999 6
$25,000 or above 7
Considered this private. 8

35. What magazines do you usually read, or subscribe to?

(Interviewer list names of magazines, mark S for subscribe)

1.
2.
3.
4.
5.
6.
7.
8.

36. What television shows do you usually watch? That is, your favorite programs?

1.
2.
3.
4.
5.
6.

3

37. If you could start life over, what would you do differently?

QUOTE: (Interviewer circle all that apply)

nothing	1
get more education	2
study harder in school	3
learn a trade	4
save money	5
postpone marriage	6
other (record)	7

38. Here are five statements about life that you may agree or disagree with. How do you feel about this statement? Do you agree or disagree? or are you undecided?

(Interviewer circle one)

	Agree	Undecided	Disagree
A. These days a person doesn't really know whom he can count on.	3	2	1
How do you feel about this next statement? (repeat instructions)			
B. There is little use in writing or discussing things with public officials because they are not really interested in the problems of the average man.	3	2	1
C. In spite of what some people say, the lot of the average man is getting worse, not better.	3	2	1
D. Nowadays a person has to live for today and let tomorrow take care of itself.	3	2	1
E. It's hardly fair to bring children into the world with the way things look for the future.	3	2	1

(SCORING: Agree = 3, Undecided = 2, Disagree = 1. Compute after interview.)

FINAL SCORE______________

(END OF INTERVIEW)

Manner of person interviewed (circle all numbers which apply)

seemed reticent on some questions	1
seemed hostile, suspicious	2
seemed unwilling to talk much on any thing	3
seemed mildly interested	4
seemed most interested and agreeable	5

COMMENTS: (specify other attitudes, emotional reactions to any questions, refusals or talkativeness, etc., etc. Use other side of sheet if necessary.)

Record any reaction that might be significant or attitude revealing.

APPENDIX C. OCCUPATION STATUS RATINGS

Status Groups

I. Highest status occupations: major executives of large firms or successful licensed professionals with advanced degrees; gentlemen farmers, etc.

II. Major executives of small, middle management executives of large firms; moderately thriving licensed professionals; college faculty; editors, commentators, other opinion molders; large farm owners and renters. College-educated.

III. High school teachers, professionals without license, white collar supervisors, minor-responsibility business jobs; farm owners and owner-renters of small farms. Some college, or college degree.

IV. Supervisors of manual workers, skilled white-collar workers; technicians; high-responsibility blue-collar employees; renters of large farms. High school plus trade school.

V. Salaried manual workers; semi-skilled white-collar workers; semi-professional service workers; part-time farmers plus off-farm work. High school graduates.

VI. Semi-skilled manual workers; white collar machine attendants; renters of small farms; farm hands. Less than high school.

VII. Casual laborers; domestic servants; migrant laborers. 8th grade or less. Lowest status occupations.

APPENDIX D-1

WHAT GIVES A BOY PRESTIGE IN YOUR SCHOOL?

	High Schools		Low Schools
	(Ranked by students Going to College)		
1.	(tie) Athletic star	1.	Leader in activities
2.	(tie) Leader in activities	2.	Athletic star
3.	High standards and morals	3.	High standards and morals
4.	Leading crowd	4.	Good-looking, dresses well
5.	Good-looking, dresses well	5.	Leading crowd
6.	Coming from the right family	6.	Coming from the right family
7.	High grades, honor roll	7.	High grades, honor roll
8.	Having a nice car	8.	Having a nice car
	(Ranked by students Not Going to College)		
1.	High standards and morals	1.	High standards and morals
2.	Athletic star	2.	Coming from the right family
3.	Good-looking, dresses well	3.	Athletic star
4.	Leader in activities	4.	Leader in activities
5.	Coming from the right family	5.	Good-looking, dresses well
6.	Leading crowd	6.	High grades, honor roll
7.	High grades, honor roll	7.	Leading crowd
8.	Having a nice car	8.	Having a nice car
	(Ranked by students Undecided about College)		
1.	High standards and morals	1.	High standards and morals
2.	Good-looking, dresses well	2.	Leader in activities
3.	(tie) Athletic star	3.	Athletic star
4.	(tie) Leader in activities	4.	Good-looking, dresses well
5.	High grades, honor roll		Coming from the right family
6.	Coming from the right family	6.	High grades, honor roll
7.	Leading crowd	7.	Leading crowd
8.	Having a nice car	8.	Having a nice car
	(Rank orders by Total Students)		
1.	High standards and morals	1.	High standards and morals
2.	Athletic star	2.	Athletic star
3.	Leader in activities	3.	Leader in activities
4.	Good-looking, dresses well	4.	Good-looking, dresses well
5.	Leading crowd	5.	Coming from the right family
6.	Coming from the right family	6.	Leading crowd
7.	High grades, honor roll	7.	High grades, honor roll
8.	Having a nice car	8.	Having a nice car

APPENDIX D-2

WHAT GIVES A GIRL PRESTIGE IN YOUR SCHOOL:

(Rank order averages)

High Schools	Low Schools
(Ranked by students Going to College)	
1. Good-looking, dresses well	1. Good-looking, dresses well
2. High standards and morals	2. High standards and morals
3. Leader in activities	3. Leader in activities
4. Leading crowd	4. Leading crowd
5. Cheerleader	5. Cheerleader
6. High grades, honor roll	6. Coming from the right family
7. Coming from the right family	7. High grades, honor roll
(Ranked by students Not Going to College)	
1. Good-looking, dresses well	1. Good-looking, dresses well
2. High standards and morals	2. High standards and morals
3. Coming from the right family	3. Coming from the right family
4. Leading crowd	4. High grades, honor roll
5. High grades, honor roll	5. Leader in activities
6. Leader in activities	6. Leading crowd
7. Cheerleader	7. Cheerleader
(Ranked by students Undecided about college)	
1. High standards and morals	1. Good-looking, dresses well
2. Good looking, dresses well	2. High standards and morals
3. Coming from the right family	3. Coming from the right family
4. Leader in activities	4. High grades, honor roll
5. Leading crowd	5. Leader in activities
6. High grades, honor roll	6. Cheerleader
7. Cheerleader	7. Leading crowd
(Rank orders by Total Students)	
1. Good-looking, dresses well	1. Good-looking, dresses well
2. High standards and morals	2. High standards and morals
3. Leading crowd	3. Leader in activities
4. Leader in activities	4. Coming from the right family
5. Coming from the right family	5. High grades, honor roll
6. High grades, honor roll	6. Leading crowd
7. Cheerleader	7. Cheerleader

APPENDIX D-3

WHAT GIVES STUDENTS PRESTIGE IN YOUR SCHOOL?

(Average rank orders by Teachers)

High Schools	Low Schools
(What gives a boy prestige?)	
1. Athletic star	1. Leader in activities
2. Leader in activities	2. Athletic star
3. Leading crowd	3. Leading crowd
4. Good-looking, dresses well	4. Good-looking, dresses well
5. High grades, honor roll	5. High standards and morals
6. High standards and morals	6. High grades, honor roll
7. Coming from the right family	7. Coming from the right family
8. Having a nice car	8. Having a nice car
(What gives a girl prestige?)	
1. Leader in activities	1. Leader in activities
2. Good-looking, dresses well	2. Good-looking, dresses well
3. Cheerleader	3. High standards and morals
4. High standards and morals	4. Cheerleader
5. High grades, honor roll	5. Leading crowd
6. Leading crowd	6. Coming from the right family
7. Coming from the right family	7. High grades, honor roll